DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Williamstown, Massachusetts 01267. The telephone number is (413) 597-3131. Correspondence concerning matters of general interest to the College should be addressed to the President.

Other inquiries should be addressed to the officers named below:

Admission of students
Alumni matters
Business matters
Catalogs and brochures
Graduate study
Scholarships and financial aid
Student affairs
Transcripts and records

Director of Admissions
Secretary of the Society of Alumni
Business Manager
Director of Admissions
Chairman of the Committee on Graduate Study
Director of Financial Aid
Dean of the College
Registrar

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

VISITS TO THE COLLEGE

Visitors are welcomed at the College and student guides are available throughout the year at the Admissions Office, located in Mather House. If a visitor wishes to see a specific member of the administration or faculty, it is essential to arrange in advance for an appointment. The administrative offices are in Hopkins Hall. A map of the campus is to be found in the back of this catalog.

Williamstown is most conveniently reached by automobile. A map showing connections with main transportation arteries is to be found in the back of this catalog. A bus from New York City is operated by the Eastern Greyhound Lines and departs from the Port Authority Bus Terminal. A bus from Boston is operated by the Englander Coach Lines and departs from the Greyhound Bus Terminal.

Williams College does not discriminate on the basis of race, creed, color or national origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.
STATEMENT OF OWNERSHIP, 
MANAGEMENT AND CIRCULATION FOR 
WILLIAMS COLLEGE CATALOG 

As required by the Act of Congress, 
August 12, 1970 
(Section 3685, Title 39, United States Code) 

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8. Owner: President and Trustees of Williams College, Hopkins Hall, Williamstown, Mass. 01267 
9. None. 

I certify that the statements made by me above are correct and complete. 

Neil R. Grabois 
Editor
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Williams College is an independent, privately endowed, liberal arts institution for men and women. The establishment in 1791 of a “free school” by the will of Colonel Ephraim Williams led to the founding of the College in 1793.

The educational program of Williams College rests on the conviction that the chief worth of learning is intrinsic, to be respected for its own sake, and that a capacity for delight in the life of the mind is an indispensable aspect of an educated man or woman. The utilitarian values of knowledge are not to be denied, but they are subordinate to the primary purpose of a liberal arts college: to enable undergraduates to develop those enthusiasms and to accumulate those bodies of knowledge which will help make their lives more interesting and responsible.

Williams feels that a student should gradually come to realize the many ways in which his or her own present has been conditioned by the cumulative past, hence the inescapable need for each generation to achieve its own careful understanding of inherited ideas. In these fast-changing years, all of us need to re-examine these ideals and attitudes, preserving some and extending others. This capacity for continuing growth is the chief goal of a truly liberal education.

There is no single program which best translates these ideals into actual experience. Nevertheless there are distinctive features of educational life at Williams which deserve special mention.

**Opportunities For Self-Education**

Williams students are encouraged to explore and deepen their own intellectual interests. There are few fixed curricular requirements; a student has broad latitude to select courses in the light of his or her tastes and needs. In addition, a student may, during the one-month Winter Study Program, put together his or her own project or choose one from a catalog of de-
Profile

partemental offerings. Winter Study Programs are experimental in nature, designed to vary the pace and texture of more traditional academic offerings and methods of presentation.

Four courses are taken each semester. This program allows time for general reading; the library stacks are open, and students may also explore the Chapin rare book collection.

In science much of the work beyond the elementary level takes place in small groups or as individual research. The Bronfman Science Center was specifically designed to facilitate such work, and qualified students are encouraged to use its two IBM 1130 computers, electron microscope, wave tanks, X-ray spectrograph, and other equipment. The flexible structure of the science curricula holds special appeal for the imaginative student.

Interdisciplinary Studies

Williams offers a wide range of opportunities for students to go beyond the limits of departmentalized subjects. Some courses are taught by professors from two different departments, and the Bronfman Science Center fosters interdisciplinary work in the natural sciences. Several majors are available which integrate separate disciplines: American Civilization (history, social studies and the arts), Political Economy (political science and economics), and The History of Ideas (classics, philosophy, and the arts), as well as special programs in other areas. Furthermore, an increasing number of students choose to major simultaneously in two subjects such as history and art, physics and music, or English and mathematics.

Environmental Center

As the first liberal arts college to establish a special program and Center for Environmental Studies, Williams offers students an opportunity to couple their own major with a program devoted to the integrating theme of environment. The program, which draws on all Divisions of the College, features course and independent study work, field and applied research opportunities, and special library and laboratory facilities. The environmental program is intended to enable students to enter their chosen profession or career with a commitment and a knowledge base which will enable them to apply principles and techniques toward a more humane environment.
Residential Housing

Implicit in the concept of a residential college is residence within a pattern of living that provides for the meeting and mixing of all members of the academic community. Williams faculty and students frequently get together socially or to work on problems of mutual interest. Several of the residential houses have faculty families living in; all have faculty associates. Each is organized through the election of officers to promote the social, recreational, and cultural interests of its members, as well as to provide representation to the College Council. In addition, responsibility for conduct in the residential houses is largely in students’ hands: overseen by a student-faculty committee, residential units draw up and maintain their own codes of conduct.

Location

The setting of Williams College, a lovely valley in the Berkshires of northwestern Massachusetts, is immediately attractive to anyone who is fond of the outdoors. Hiking, skiing (both downhill and touring) snow shoeing, and camping have become increasingly popular here in recent years. An active Williams Outing Club maintains mountain trails and shelters, and many commercial ski areas are near at hand.

The beauty of the setting and the relation to metropolitan centers has led to the establishment of a wealth of cultural opportunities. The Clark Art Institute with its renowned collection of Renoirs, the College Art Museum and the Berkshire Symphony are located here. The surrounding area is also rich in historic and literary tradition. Robert Frost lies buried twenty miles north of Williamstown; Moby-Dick was written twenty miles to the south; W. E. B. Du Bois was born in nearby Great Barrington and Susan B. Anthony in Adams, to which runs what was once the longest railroad tunnel in North America; the Hancock Shaker Village, Jacob’s Pillow, the Mohawk Trail, the Erie Canal, and Old Deerfield are all within an hour of the campus.

Creative Arts

The College offers many opportunities for creative expression. Musicians may sing in one or more of the campus choral groups or play in the brass ensemble, marching band, or the Berkshire Symphony. Studios are provided for painting, sculpture, and other creative arts, and those interested in photography may use up-to-date darkrooms and equipment. The Adams
Profile

Memorial Theatre is a much praised facility — its active drama program includes an experimental theatre. Writers may contribute to a variety of undergraduate publications. Each year the College also sponsors concerts, poetry readings, lectures, and colloquia in the arts and sciences.

Community Affairs

Williams welcomes the commitment of many of its students to social service. The Lehman Service Council coordinates challenging work in prisons, schools for delinquents, boys’ clubs and similar institutions in neighboring areas. Other organizations, such as the Chapel Board, promote discussion and activity in matters of social importance.

The campus is open to all viewpoints and all persuasions. Students and faculty discover that the ideal of community requires them to meet and act on matters of mutual concern outside the classroom as well as in. All students are encouraged to participate in college affairs, in student government, in faculty-student committees, and in the forty or so organizations and activities on campus.

Sports and Recreation

The chief concern of the Williams physical education and athletic programs is to provide activities for all students at all levels of competence, interest and energy. Varsity sports are vigorous, and the Williams teams have always done well in intercollegiate competition. Freshman, junior varsity, and intramural programs attract and offer enjoyment to substantial numbers. The program, in which over half the College participates, stresses sports and recreational activities which will continue to bring enjoyment years after graduation.

Williams College is essentially an academic community which tries to accommodate a wide range of temperaments, backgrounds, and talents in the belief that individuals will be enriched by relationships with people who are unlike themselves but who share a taste for self-development in an atmosphere that is intellectually both challenging and humane. To that end the College devotes its talents, energies and resources.
Freshmen are admitted only for the semester beginning in September. Williams anticipates enrolling approximately 292 men and 188 women for the Class of 1980.

**General Basis of Selection**

Each year Williams receives applications from many well-qualified men and women. The Committee on Admissions attempts to select a diversified freshman class who, as individuals and as a group, can best profit from and contribute to the educational resources of the College.

Both academic and personal strengths receive serious consideration in the admissions process. Distinguished academic work; strength of character; school, teacher, and peer recommendations; commitment to and enjoyment of extracurricular activities, community affairs, or hobbies; the results of the College Entrance Examination Board or the American College Testing Program tests; and diversity of socio-economic and geographic background are variables of each decision. Yet objective criteria represent only outward manifestations of the qualities we most seek: intellectual depth, curiosity, and creativity, combined with the energy to convert potential to realization.

**Recommended Preparation**

The Committee on Admissions is primarily interested in the quality of a student’s work, and the student’s general promise for academic and personal success. It is assumed that all applicants for admissions will pursue a program of study in secondary school which includes English for four years, mathematics for at least three years, one foreign language for three, or preferably, four years, one or more courses in history, and one or more courses in science, including one laboratory science.

Students who are considering a pre-engineering emphasis within a liberal arts program should present for entrance credit one year of chemistry, one year of physics, and four years of mathematics including trigonometry.

Williams looks favorably upon candidates who have pursued special programs, projects, or topics within their schools or communities where the ex-
Admissions

Experience may not be measured by standard criteria. Of primary interest is what the student has gained from such an experience and how it has demonstrated initiative, resourcefulness, and commitment.

Testing

All candidates for admission are required to take either the Scholastic Aptitude Test of the College Entrance Examination Board or the American College Testing Program. It is assumed that testing will be completed by January of the candidate’s senior year. Early Decision candidates should take aptitude tests in the junior year. Although Achievement Tests are not required for entrance to Williams, we recommend taking the English Composition test and achievement tests in areas of continuing interest. All test results should be forwarded to Williams.

Interviews

A personal interview is not required for admission. Williams feels, however, that it is important for a candidate to visit Williamstown and to see the campus. Opportunities to talk with an admissions officer or a faculty member and with students can be arranged by contacting the Admissions Office prior to February 1 of the senior year. Summer interviews are encouraged.

When the demand for individual interviews exceeds the available interviewers, group meetings are scheduled from September through December at 10:45 A.M. and 2:45 P.M. weekdays and 10:45 A.M. Saturdays. No personal interviews are available February 1 through May 1. Campus tours can be arranged throughout the year.

If a trip to Williamstown is not feasible, the Admissions Office may be able to arrange an opportunity for a candidate to talk with a Williams representative through regional alumni associations.

Advanced Placement

Williams College subscribes to the purposes of the Advanced Placement Program, which is administered by the College Entrance Examination Board. The aims of this program are to give superior students the opportunity to undertake college-level courses in secondary school, to reduce duplication in college of work done in school, and to increase for these students the opportunity to take advanced work in college. If applicants enrolled in secondary schools which are participating in this program have had the equivalent of a one-year college-level course in American history, art, bi-
Admissions

ogy, chemistry, English, European history, French, German, Latin, mathematics, music, physics, or Spanish, they are eligible to take the appropriate examinations given by the College Entrance Examination Board. The examinations are administered to students by their schools in May.

The applicant should request the College Entrance Examination Board to send the results of these tests to the College Registrar. The results, the examination papers themselves, and the report from the student’s school will be reviewed carefully by the appropriate departments. Qualifying students will be given the opportunity of placement in advanced courses not ordinarily open to freshmen. On arrival at the College, applicants will be notified of the departmental decisions by the Registrar.

In addition to the participants in the Advanced Placement Program, freshmen with superior records in particular subjects may be permitted to enroll in advanced courses.

Questions about advanced placement should be directed to the Registrar or the Dean of Freshmen.

Scholarships and Financial Aid

Application for financial aid will in no way prejudice one’s chances for admission. In fact, Williams has a very substantial scholarship and financial aid program and looks favorably upon deserving and promising students, from families with limited financial resources, who otherwise would be unable to attend such a private institution. See the section on “Scholarships and Financial Aid” for complete details regarding procedure for application and general guidelines for qualification.

Application Procedure

(1) Application Forms. Prior to September 1 of the senior year, application to Williams can be initiated by completing a preliminary application form, which may be filed at any time. (A preliminary application form may be found in the back of this catalog.) By September 1 of the senior year, final application forms and school transcript forms are mailed directly to all candidates who have submitted a preliminary application form. Students requesting application forms after that date will be sent preliminary and final forms together.

The final application form should be accompanied by a check or money order for $20 to cover the non-refundable application fee. Final applica-
Admissions

tions should be submitted by February 1. Early application is advised.

(2) Application for Financial Aid. Williams participates in the College Scholarship Service of the College Entrance Examination Board, and uses its forms. These Parents’ Confidential Statements are available at all secondary schools. In addition, financial aid applicants will be required to complete a brief Williams form which will be forwarded with the application papers. See “Scholarships and Financial Aid.”

(3) School Transcripts and Recommendations. It is the candidate’s responsibility to have his or her present school mail the transcript and recommendation forms directly to the Admissions Office. Williams will contact the school for supplementary and final grade reports and will mail transcript forms to any previous secondary schools.

(4) Further Recommendations. In addition to the recommendation on the secondary school transcript, Williams requires one recommendation from a classroom teacher and a peer reference.

(5) Arrangements for Aptitude, Achievement, and Advanced Placement Tests. These tests are arranged for at the applicant’s school; the Advanced Placement Tests are offered only in May, and the applicant should request the College Entrance Examination Board to send the results of these tests to the Registrar.

(6) Early Decision. The Admissions Committee will make a formal early commitment to a number of candidates each fall whose academic performance through the junior year, school recommendations, results of College Board Examinations, and overall promise for college performance are clearly superior. When filing for Early Decision, candidates must indicate on their application that they wish to be considered under the Early Decision Plan and that Williams is their only first choice College. Early Decision candidates may file other applications with the understanding that all such applications will be withdrawn immediately upon acceptance by Williams under Early Decision.

Williams subscribes to the Early Decision Plan Agreement of the College Entrance Examination Board on the “first choice” option. Candidates should file personal data applications early in the fall and no later than November 1. All other supporting credentials should be received in time for action and notification by December 1. Applicants for financial aid will be notified of the amount of their award at the time they receive their Early Decision acceptance, provided all financial aid forms are complete.

Approximately one third of the class will be accepted on Early Decision and if the Committee is unable to reply favorably to an application in the
fall, it does not mean that a candidate may not be accepted in the regular reading. All candidates for Early Decision who are not accepted in the fall reading will automatically be fully considered in the regular reading, beginning in February, for the mid-April notification date.

Early Decision acceptance is contingent upon the completion of the senior year in good standing.

(7) Deferred Admission. Deferred admission is granted all accepted candidates who wish to delay entrance to college for a year or more after completing secondary school, upon written request.

(8) Early Graduation from Secondary School. Candidates who wish to graduate early from secondary school will be admitted only under exceptional circumstances. Students applying for early admission must present evidence of unusual academic performance and maturity.

(9) Special Admissions Program. Since the Class of 1967, approximately 10 per cent of each class has been selected on the basis of the individual's long range promise and strong personal qualities which, through demonstrated performance and strong school recommendations, predict future success. This group is expected to be at least minimally successful within the academic program at Williams, although their overall quantitative academic record at entrance would not ordinarily place them among the accepted group within a strongly competitive admissions program. The group is not identified within the class.

(10) Notice of Admission. With the exception of Early Decision candidates, Williams grants admission to candidates in the middle of April, contingent upon the successful completion of the senior year. If the Admissions Committee can give a candidate earlier notice either of rejection or of ultimate acceptance during the course of its reading, it will attempt to do so.

(11) Candidate's Reply Date. Williams subscribes to the candidate's reply date of May 1, and will not require a final answer of its admitted candidates before that date (with the exception of Early Decision candidates).

(12) Room Assignment. An application form for a room assignment is sent to each successful applicant by the Director of Admissions after the applicant has notified the Director of his or her intention of entering Williams. Notice of the room assignment is sent to the applicant during the summer.

(13) Registration for Freshman Courses. Freshman registration forms are sent to each successful applicant by the Dean of Freshmen after the applicant has notified the Director of Admissions of his or her intention to enter the College. The registration forms should be completed by the
Admissions

student and returned to the Dean of Freshmen. On arrival at the College students will review their registration with a faculty adviser, at which time changes may be made if desirable.

Transfer Candidates

Williams accepts a limited number of transfer applications each year for February and September entrance. Applicants should present an outstanding academic record from their parent college. Two years of residence is the minimum requirement for the Williams degree. February transfers must be second semester sophomores at the time of entry, whereas September matriculants may be either first semester sophomores or first semester juniors. Financial aid is available for transfers with demonstrated financial need. A personal interview is not required for admission.

Williams is particularly interested in attracting outstanding graduates of community colleges and junior colleges to enter each fall. Generally a junior transfer is more likely to receive favorable consideration than a sophomore.

Application procedures: *mid year* entrance – the application deadline is December 15, decisions are mailed by January 1, students enroll for second semester February 1. *fall* entrance – students register to receive the applications in early February, the deadline for submission of completed applications is April 1, decisions are sent during the first weeks in May, and students enroll in early September.

Foreign Students

Williams College welcomes applications from qualified foreign students who seek a liberal arts education. Foreign applicants are required to be proficient in English, since the College has no facilities for teaching English as a second language. The Test of English as a Foreign Language (TOEFL) is required of all applicants who have not completed their secondary education in English. In addition, the Scholastic Aptitude Tests of the College Entrance Examination Board (SAT) are required of all candidates. Application deadline is February 1st.

Each year approximately 25 foreign nationals are enrolled as full-time undergraduates as well as 20 graduate fellows at the Center for Development Economics.
Admissions

Haystack Scholarships

Each year Williams provides two or three Haystack Scholarships, on a continuing basis, for foreign students requiring financial assistance. Haystack Scholarships are based on financial need, as established by the College Scholarship Service. They can provide sufficient funds to cover tuition, room, board, fees, books, and some incidentals. No funds are available for travel. Haystack Scholarships represent the only financial assistance provided by Williams for overseas students.

Inquiries regarding Haystack Scholarships should be made to the Director of Admissions. Formal applications will be mailed after September 1st, preceding the fall of entrance and must be completed by February 1st. Selections are made on the basis of the candidate’s academic record to date, reasons for study in the United States, and knowledge of English. It is hoped that selections can be completed by May 1st.
EXPENSES

Williams endeavors, within the limits of available funds, to offer its educational opportunities to all who qualify for admission, regardless of individual economic circumstances. Through the income from its endowment, and through annual contributions from its alumni and friends, the College has been able to keep its tuition at about half the actual cost per student to the College.

College charges for tuition, room, board, and fees for the academic year 1975-76 are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$3,400.00</td>
</tr>
<tr>
<td>Student Health Plan</td>
<td>50.00</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>$3,450.00</td>
</tr>
<tr>
<td>Room fee (including telephone service)</td>
<td>825.00</td>
</tr>
<tr>
<td>College Dining Halls Board (20 meals a week)</td>
<td>900.00</td>
</tr>
</tbody>
</table>

Late registration or enrollment entails a charge of $25.00. The Student Health Plan Insurance policy is described under “Counseling and Health Services.”

A student activities tax for support of the non-athletic student organizations is levied on all students as a part of the college term bill in an amount as required by approved organizational budgets. For the year 1974-75 the tax was $56 and included, for example, subscription to the college yearbook *The Gulielmensian*, and admission to drama productions sponsored by the Adams Memorial Theatre.

Payment of College Bills

A non-refundable deposit of $200 to reserve a place in the class is required from all freshmen at the time of acceptance in April and appears as a credit on the first term bill rendered in August. Exceptions to the deposit requirement will be made for students who are major financial aid recipients. Every continuing student in College is required to pay a fee of $200 by July 15 to
reserve a place for the following year. Bills for this fee are sent to parents in June. This amount is credited to the student’s first semester College bill for the following academic year. No refund of this fee will be made after July 15.

College bills for one-half of all fees are mailed to parents twice a year – in mid-August payable by September 1, and mid-January payable by February 1. Term bills must be paid before students attend classes. Scholarships appear as credits on bills, but student loans will be credited only when signed by the student and returned to the Business Office through the Financial Aid Office.

For parents desiring to pay college bills in monthly installments and to protect the student’s college plans with insurance, the College offers the services of the Insured Tuition Payment Plan, Richard C. Knight, 53 Beacon Street, Boston, Massachusetts 02108. The Business Office sends full details of this plan to parents of incoming freshmen every spring, and information about it may be obtained from the Business Manager or directly from Mr. Knight at any time.

Refunds

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room fee</td>
<td>no refund</td>
</tr>
<tr>
<td>Board fee</td>
<td>pro rata</td>
</tr>
<tr>
<td>Tuition:</td>
<td></td>
</tr>
<tr>
<td>Within first ten calendar days after classes begin</td>
<td>85%</td>
</tr>
<tr>
<td>Eleventh thru seventeenth calendar day</td>
<td>70%</td>
</tr>
<tr>
<td>Eighteenth day thru sixth week</td>
<td>50%</td>
</tr>
<tr>
<td>After sixth week, no refund*</td>
<td></td>
</tr>
</tbody>
</table>

Miscellaneous fees are not refunded. Student Health Plan Insurance coverage, however, continues for the six months for which the fee has been paid.

*For Freshmen in their first semester a period of 40% refund is extended to a date one week following the date for warning grades.
Expenses

Estimated Budget for a College Year

Based on a study of expenses reported by financial aid students, a normal budget for a college year at Williams is estimated as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$3,400</td>
</tr>
<tr>
<td>Health and Accident Insurance</td>
<td>50</td>
</tr>
<tr>
<td>Student Activities Tax</td>
<td>56</td>
</tr>
<tr>
<td>Room Rent</td>
<td>825</td>
</tr>
<tr>
<td>Board</td>
<td>900</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>150</td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Laundry, cleaning</td>
<td></td>
</tr>
<tr>
<td>Recreation, incidental</td>
<td>approx. 525</td>
</tr>
<tr>
<td>Room furnishings</td>
<td></td>
</tr>
</tbody>
</table>

$5,906

Note: Travel expenses are not included in figures listed above.
SCHOLARSHIPS AND FINANCIAL AID

Scholarships and Financial Aid

As the costs of education have been steadily rising, all colleges and universities have been forced to raise their tuition, board and room charges. At the same time the percentage of the actual fees paid by the student covers little more than half of the actual costs. While tuition at Williams has been held below that of many other ranking American colleges, Williams is well aware that rising college costs are a serious problem for many parents. Williams has been increasing the amount of financial aid offered, from a total of $724,500 five years ago to a total of $1,400,000 in 1974-75. Twenty-eight per cent of the entire student body is receiving scholarships and other forms of financial aid.

Range of Financial Aid Awards According to Family Income Levels

Since Williams has a very substantial financial aid program and is most interested in maintaining a diverse socio-economic study body, limited family financial resources should not discourage deserving students from applying for admission. The following table shows the range of financial awards (scholarship plus loan) and their frequency within certain family income levels (before taxes) for current undergraduates at Williams. Naturally, such factors as assets, number of dependents, number of children in college, medical and other special circumstances will affect the amount of aid required for a specific income. The median family income of financial aid students at Williams is approximately $13,750 and 56 per cent of aid recipients fall within the $5,000-15,000 family income range.

<table>
<thead>
<tr>
<th>Family Income Levels</th>
<th>Below $5,000</th>
<th>$5,000-9,999</th>
<th>$10,000-14,999</th>
<th>$15,000-19,999</th>
<th>$20,000-24,999</th>
<th>$25,000-31,000</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards</td>
<td>48</td>
<td>86</td>
<td>129</td>
<td>120</td>
<td>59</td>
<td>25</td>
<td>467</td>
</tr>
<tr>
<td>$100-999</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>21</td>
<td>13</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>1000-1999</td>
<td>1</td>
<td>9</td>
<td>22</td>
<td>41</td>
<td>50</td>
<td>9</td>
<td>112</td>
</tr>
<tr>
<td>2000-2999</td>
<td>7</td>
<td>13</td>
<td>44</td>
<td>47</td>
<td>15</td>
<td>3</td>
<td>129</td>
</tr>
<tr>
<td>3000-3999</td>
<td>5</td>
<td>35</td>
<td>48</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>4000-4999</td>
<td>31</td>
<td>29</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>67</td>
</tr>
<tr>
<td>5000-5200</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>48</td>
<td>86</td>
<td>129</td>
<td>120</td>
<td>59</td>
<td>25</td>
<td>467</td>
</tr>
</tbody>
</table>
Scholarships and Financial Aid

Freshman Financial Aid (1975-76)

Scholarship grants are the most prominent feature of the present financial aid program for freshmen. Most financial aid awards for the Class of 1979 have been packaged so that the first $1300 of individual need is covered by a combination of a $1000 loan and a $300 campus job. The remaining need is met with scholarship grants. Financial aid awards are made only to those candidates with demonstrated financial need, who are accepted for admission. Financial aid students are normally expected to contribute $600 from summer earnings towards their freshmen budget. Financial assistance may range from a few hundred dollars to over $5,000 per year, with the average aid package usually amounting to $3,000.

Tyng Scholarships

Tyng Scholarships are awarded each year by Williams to a few outstanding freshmen who are truly talented and deserving. The Tyng Scholarship is designed to meet individual need by means of an outright grant, thus freeing students from the necessity of campus employment as well as the requirement of accepting a portion of their assistance on a loan basis. Tyng scholars are eligible for further assistance at the graduate level for a maximum of three years in any field of learning at any recognized university. All freshmen who qualify for financial assistance are considered by the Admissions Office for Tyng Scholarship consideration. It is not necessary to submit a separate application or request for such consideration.

Application Procedure

Williams endorses principles pertaining to the administration of financial aid developed by the College Scholarship Service on behalf of its member institutions. The College requires a Parents Confidential Statement, distributed by the College Scholarship Service, for every freshman financial aid candidate as well as transfer and renewal candidates. These forms can be obtained from the applicant's own school. Williams also requires completion of its own financial questionnaire which is forwarded together with the admission application forms. Both the Parents Confidential Statement and the Williams form must be submitted by February 1st. Those interested in Early Decision on admission must file these forms by November 1st.

Computation Procedure

The computation procedure used by Williams to determine individual need generally follows the method recommended by the College Scholarship
Scholarships and Financial Aid

Service. It is designed to measure the amount which the family should be able to contribute from its income and assets to help meet their child’s college expenses. Such measurement takes into account many other factors: number of dependent children, other dependents, additional children in college, medical and other emergency expenses, debts and retirement provisions. In addition to normal college and personal expenses, the cost of travel is taken into account in determining the college-year budget for each applicant.

When a financial aid applicant overlaps with another college, consultation between Williams and the other college often takes place in an attempt to reach common agreement on the nature and amount of assistance to be offered such mutual candidates.

Williams strongly urges all financial aid applicants to apply for local, State and national scholarships for which they are eligible. It is expected that when other scholarship awards are received before or subsequent to any Williams award, the recipient will notify the Director of Financial Aid so that reasonable adjustments can be made.

Renewal

Financial aid ordinarily covers a college year and is renewed for subsequent college years provided the student’s financial need continues and provided he or she maintains the prescribed academic average. Application for financial aid is filed during Spring vacation, but the Committee on Financial Aid may review a case at the end of any semester.

After determining the financial need of each student, the Committee first meets a student’s need with loan assistance roughly equivalent to 30 per cent of the current tuition charge. The balance of each student’s measured need is filled by a scholarship grant. For scholarship renewal purposes, freshmen will be expected to complete their year in good standing with no specified minimum grade average required. The minimum grade average a sophomore or junior must attain for scholarship renewal is 4.0 or C-, although the Committee may exercise discretion in continuing to keep on scholarship certain students who fall below this level. The Committee may also alter the established scholarship-loan combination for those students who attain the minimum grade requirements but who are clearly not working at their individual capacity. The Tyng Foundation Committee establishes its own standards for scholarship renewal.

Loans

Undergraduates normally receive a portion of their financial assistance in
Scholarships and Financial Aid

the form of loans which usually carry a 7% simple interest rate. The student is not required to accept the loan portion of college aid in order to receive the scholarship portion. Loans do not require repayment of principal nor does interest accrue in most cases until departure or graduation from Williams. A further period of grace can be granted for graduate school or until completion of military, Peace Corps or VISTA service. Most loans are repayable over a maximum of ten years with moderate interest charged on the unpaid balance.

Federal Programs

Williams participates in the following student aid programs financed by the Federal Government: Basic Educational Opportunity Grant, Supplementary Educational Opportunity Grant, National Direct Student Loan, Federal Insured Student Loan and College Work-Study.

Employment Opportunities

Nearly nine hundred positions in over seventy different job categories ranging from stockroom attendant to Chapel chime ringer are filled each year by undergraduates. Many of the College departments hire student assistants, while the library, all the dining halls and student-operated agencies account for another large portion of undergraduate labor. During the college year students add approximately $195,000 earned on campus to at least $900,000 earned during an average summer. All upperclassmen receiving financial aid are expected to earn a minimum of $1000-1100 through a combination of campus and summer employment.

Freshmen who hold campus jobs are those who receive a portion of their financial assistance from Williams in the form of a job opportunity. The majority fill part-time waiter positions in the Freshman Dining Hall and the work is scheduled to avoid interfering with the freshman’s academic responsibilities. It is unwise for freshmen to expect to earn a significant portion of their college expenses.

The Office of Career Counseling, located in Mears House, provides information on student employment opportunities on campus and in the surrounding area as well as information on summer jobs throughout the country.

Class of 1914 Memorial Library

Financial aid students are eligible to use the Class of 1914 Memorial Library where they may secure the loan of a good number of their textbooks at no cost. Freshmen and sophomores are given priority in the use of this Library, which is located in the basement of Jesup Hall.
Special Scholarships

Students applying for financial aid are not required to request specific named scholarships. Those receiving financial aid from Williams will be considered automatically for any special funds for which they are eligible. The current recipients of special scholarships are listed in the back of this catalog and descriptions of special funds may be obtained from the Director of Financial Aid.
HISTORY OF THE COLLEGE

The chartering of Williams College in 1793 was an act of faith and certainly an act surpassing the modest intentions of Colonel Ephraim Williams, for whom the College is named.

Colonel Williams had not intended to found a college. Enroute with his regiment of Massachusetts militia to join battle with the French and Indians at Lake George, the Colonel had tarried long enough in Albany to write his last will and testament on July 22, 1755. In it he bequeathed his residuary estate for the founding and support of a free school in West Township, where for some years he had commanded a detachment of militia at Fort Massachusetts, farthest outpost of the province. The will stipulated that West Township, then in dispute between Massachusetts and New York, must fall within Massachusetts and that the name of the township must be changed to Williamstown, if the free school was to be established at all.

On September 8, 1755, Colonel Williams was killed at the Battle of Lake George. On October 26, 1791, after many delays, fifteen scholars were admitted to the free school in Williamstown. Within a year the trustees, not content with the original modest design of the founder, were captivated by the idea of creating a college where, as they put it, “young gentlemen from every part of the Union” might resort for instruction “in all the branches of useful and polite literature.” The proposal was extremely ambitious, to be sure, but ambition was a common American ailment. England did not develop a third university until the nineteenth century; Williams was the twenty-first institution of higher learning to flower in the onetime British colonies, the second in Massachusetts, the sixth in New England. On June 22, 1793, the Commonwealth of Massachusetts granted a charter to Williams College.

I

The bold decision to plant a college in the wilderness betrayed the intentions of Colonel Williams; yet the new vision had been fed by the same sort of dreams that had led Ephraim Williams to see a school and a comfortable community where only a military outpost had stood. The early trustees and the legislature of the Commonwealth were to be remembered for their foresight, but in the decades after 1793 they had reason to acknowledge that the soil they had chosen was stubbornly uncongenial — so uncongenial, in fact, that for many years the trustees of Williams spent more time and energy in trying to close the College than in keeping it open.
In 1819 they petitioned to move the College to Northampton, and in 1821, having been spurned by the legislature, President Zephaniah Swift Moore took matters into his own hands. Convinced that almost everything about Williams was impossible — its location, its funds, its enrollment — he led a group of students over the mountains into the Connecticut valley. There he became their president once again, at the struggling new college known as Amherst. As for Williams, one member of the senior class wrote home to his father: "It remains for us to say whether it shall die suddenly, or whether it shall linger along for two or three years."

In the past the public had come to the support of the institution. A lottery furnished funds essential to the opening of the free school. A public subscription was the answer of Berkshire County to the threat of removal in 1819. What saved the College in 1821 was the willingness of the Reverend Edward Dorr Griffin to take the job of president and the determination with which he drew upon the College's reputation for religious conservatism to collect much-needed funds. By 1828 the Reverend Griffin could be seen standing in the middle of Main Street, supervising the construction of a handsome new building, housing a chapel, a library, and classrooms, a testament to his confidence and his skill. The building is now known as Griffin Hall.

The College which had been taking shape under Griffin and his predecessors was not unlike many other New England colleges where the classical curriculum and a moral atmosphere served as the basis for training young men for professional life. The College turned out its share of clergymen, doctors, lawyers, and teachers, serving the needs of Western Massachusetts and surrounding communities in New York and Vermont. But Williams was not yet a place to which "young gentlemen from every part of the Union" resorted. In fact, Nathaniel Hawthorne, attending the commencement exercises in 1838, jotted in his notebook some observations on the Williams students he saw there: "Country graduates — rough, brown-featured, school-master looking. . . . A rough hewn, heavy set of fellows from the hills and woods in this neighborhood; unpolished bumpkins, who had grown up as farmer-boys."

Williams seldom knew financial security until the end of the nineteenth century. But it did have assets that enabled it to develop into a prototype of the small New England liberal arts college. Scenery, a reputation for moral soundness, a loyal body of alumni, and a devoted faculty went a long way toward compensating for inadequate funds.

Of the scenery, Thoreau remarked, after a visit in 1839, "It would be no small advantage if every college were thus located at the base of a mountain." For Thoreau the location of Williams was "as good at least as one well-endowed professorship."
History of the College

In the early years the religious reputation of the College depended on the essential orthodoxy of its presidents and faculty. It gathered strength from the famous episode of the “haystack meeting” in the summer of 1806. Five Williams undergraduates, seeking to continue their prayers and conversations in spite of a sudden thunderstorm, retired from a grove of trees to the shelter of a nearby haystack, where they were inspired to launch the great adventure of American foreign missions. The College’s reputation for soundness in religion benefited, too, from the fact that its extremely informal ties with the Congregationalists saved it from the sometimes stifling stranglehold of an organic denominational connection.

During a crisis in the affairs of the College in 1821, a group of alumni met in Williamstown and organized the Society of Alumni, dedicated to the future welfare of the College. Their action gave Williams the distinction of organizing the first college alumni society in history. Alumni loyalty was rewarded when, in 1868, the College provided for official alumni representation on the board of trustees, an act of recognition in which only Harvard, among American colleges, anticipated Williams.

But essentially the College has built its reputation around teachers and teaching. Mark Hopkins, who was a Williams professor from 1830 to 1887 and president of the College from 1836 to 1872, has become a symbol of this emphasis. In American education Hopkins pioneered in making the student the center of the educational experience, and he did it so well that one of his former students, U.S. President James A. Garfield, immortalized his achievement in an aphorism which has passed into the lore of American education: “The ideal college is Mark Hopkins on one end of a log and a student on the other.” The Hopkins tradition has become one of the College’s great assets. It has been perpetuated in the lives of generations of teachers.

Scenery, a reputation for building sound character, loyal but not especially affluent alumni, and devoted teachers could keep the College open, but like most other colleges Williams did not experience growth and prosperity until the closing decades of the nineteenth century. The scenery, of course, remained constant, but it developed into an even greater asset as the United States became more urbanized and industrialized. Williams was still a country college: a Massachusetts court decision of 1888 declared that cows owned by the college were tax exempt. The discovery that businessmen could profit from liberal education sent college enrollments upward as the century drew to a close; now more Williams alumni were men of affairs, fewer were clergymen. By 1906, of all the colleges in New England, Williams drew the largest percentage of students from outside New England.
From 1793 through 1870 the Commonwealth of Massachusetts appropriated for Williams College over $150,000, a sum of such importance that Mark Hopkins himself observed that he did "not see how the College could have got on" without state aid. A new and more dependable source of financial support was developed as the century drew to a close. In the 1890's Frederick Ferris Thompson of the Class of 1856 became the first of many individuals to supersede the Commonwealth as the largest benefactor of the College. Ephraim Williams' original bequest of $9,297 has since grown by additional gifts and bequests to an endowment valued at approximately $80 million, with $34 million having been added to endowment and plant during the 1960's. Capital gifts amounting to $40 million or more are being sought during the 1970's in addition to generous annual support by the Williams Alumni and Parents Fund, which is among the most successful such efforts in America.

Williams moved into the twentieth century firm in its intentions to remain a college, at a time when aspirations toward university status were unsettling many of the old colleges. It adhered to a curriculum that was designed for undergraduates; it made room for the elective principle, but it subjected course election to safeguards and controls. The idea of a liberally educated man was not jettisoned in favor of the widely accepted idea of almost complete student freedom in course election. A survey of the college curriculum in 1925 showed that Williams had combined the principles of prescription and election, the goals of concentration and distribution, in such a way as to be the only major American college without any absolutely required courses and without any uncontrolled wide-option electives. The Williams curriculum has continued to evolve, but it has not undergone such a series of major overhauls as characterize curriculums inspired by the popular educational fancy of the moment. Not having abandoned itself to the elective principle in the nineteenth century, Williams did not need to rescue itself with the general education principle in the twentieth century.

During its long history much of the life and tone of the College was shaped by students. While the same influence continues, the competitive pressure for admissions since World War II has allowed for a new and significant degree of selectivity on the part of the College. Among the consequences of this change has been a quickening of the intellectual life of the College and a reconsideration of traditions and emphases no longer considered appropriate for an institution of liberal learning.

Among the first traditions to go was compulsory religious exercises, aban-
History of the College

doned in 1962 after a hundred years of gradual but steady erosion. Volun-
tary worship in the form of ecumenical noonday chapel services and the
activities of student religious organizations carry on another long tradition.
In response to the concern of undergraduate leaders and the faculty and in
recognition of the failure of Greek Letter Fraternities to fulfill adequately
objectives consistent with college purpose, the Trustees in 1962 took the first
of a series of actions that replaced fraternities with a residential house system.
Williams became, as a result, a much more open community. The decision
to become coeducational and the admission of women to Williams as degree
candidates in 1970 has reinforced the spirit of equality and freedom condu-
cive to a climate of learning.

In this atmosphere of change and heightened purpose the curriculum un-
derwent appropriate transformation, as a careful comparative study of the
yearly catalogues readily shows, leading to the present 4-1-4 curriculum
and a more flexible and wide-ranging schedule and program both on and
beyond the campus. In spite of change, however, the guiding spirit of the
College has not wavered from the statement expressed by Mark Hopkins in
his inaugural address of 1836: "We are to regard the mind, not as a piece
of iron to be laid upon the anvil and hammered into any shape, nor as a
block of marble in which we are to find the statue by removing the rubbish,
nor as a receptacle into which knowledge may be poured; but as a flame
that is to be fed, as an active being that must be strengthened to think and
to feel—and to dare, to do, and to suffer."
LIBRARIES, MUSEUMS, LABORATORIES, AND SPECIAL FACILITIES

The College campus occupies an area of about four hundred fifty acres on which there are about fifty buildings. Twelve buildings are devoted to lecture rooms and classrooms: Currier Hall, Griffin Hall, Lawrence Hall, Goodrich Hall, Hopkins Hall, Thompson Biology, Chemistry, and Physics Laboratories, the Bronfman Science Center, the Karl E. Weston Language Center, Clark Hall, and Jesup Hall. Other buildings include: Stetson Hall, which houses the College Library as well as the Chapin Library of Rare Books and the Roper Public Opinion Center; the Thompson Memorial Chapel; Chapin Hall, with an auditorium seating a thousand; Baxter Hall, the Student Union and Freshman Center; and the Adams Memorial Theatre, the campus drama center. There is a Health Center with a well-equipped infirmary, and an Office of Career Counseling in the Brainerd Mears House. Living accommodations are provided in the six freshman dormitories of the College and in the fifteen residential houses.

Libraries

The general collection of the Williams College Library (not including the Chapin Library) exceeds 400,000 volumes. Source collections in Art, History, Music, and English and foreign literatures are particularly strong. Political Science and Economics courses are additionally supported by a comprehensive collection of U.S. Government and international documents.

There are well-equipped departmental libraries in the fields of Astronomy, Biology, Chemistry, Environmental Studies, Geology, Mathematics, Physics, and Psychology located in the various buildings housing their facilities and laboratories.

A new main library, to be named the Sawyer Library in honor of the eleventh President of the College, is scheduled for occupancy in the summer of 1975. It will have shelving for 500,000 volumes and seats for 850 readers, a large proportion assignable to individual students engaged in long-range research for theses and independent study. Designed on an open modular
Libraries

plan it will have the flexibility to accommodate the new technology in communication. Convenient access will be provided to the library’s 7,000 reels of microfilm, 54,000 sheets of other microforms, and 11,000 phonorecords.

The major part of the present library building, Stetson Hall, will be continued with closely related library functions. The various special collections, including Williamsiana, will remain there and the nine-tier closed stack with a capacity of 200,000 volumes will house little-used materials.

Library hours in term time are weekdays from 8 A.M. to 11 P.M., except on Saturday, when the hours are 9 A.M. to 11 P.M. On Sunday the hours are from 12 M. to 11 P.M. During vacations the library is open Monday through Friday, from 9 A.M. to 5 P.M.

Chapin Library

The Chapin Library, a noteworthy collection unrivalled by any college and surpassed by few universities, contains books, manuscripts and prints collected by the late Alfred Clark Chapin, Williams 1869. Presented to Williams College in 1923, the collections have grown until now there are over 20,000 volumes, including rare books, manuscripts, and nearly 6,000 reference books. These materials, augmented by representative collections of prints and broadsides, provide the students of Williams College with important examples of the fundamental source materials upon which a liberal education is based.

The strongest divisions in the library are Americana, English literature, and early printing. However, continental literature is well represented and there are unusual examples of modern fine printing, illustrated books, and many celebrated and valuable works of travel, exploration, and science, including books on ornithology with color plates. In recent years more than 3,000 private press editions have been acquired.

Among the special materials housed in the Chapin Library are several unusual author collections, such as the Carroll Atwood Wilson Collection of Samuel Butler, (250 items, including first editions, notebooks, correspondence, photographs, music and memorabilia); The Julian K. Sprague Collection of Walt Whitman (virtually every edition of Whitman’s writings published in his lifetime, as well as more than 200 volumes about Whitman and his period); the Hugh M. MacMullan collection of T. S. Eliot (which includes nearly every printed item by and about the famous poet-critic from 1917 to 1972); and fairly representative collections of George Ade, Gelett Burgess, Oliver Herford, Stephen Crane, Herman Melville, Booth
Museums

In addition, the Library has substantial holdings of books by Theodore Roosevelt, Rudyard Kipling, R. B. Cunninghame Graham, William McFee and H. M. Tomlinson. The Sinclair Lewis Collection received from the Estate of the late Samuel E. Allen is virtually complete, and includes novels and other writings in first editions, as well as secondary materials related to the career of the author of *Main Street*. The Kipling collection of over 650 items was presented in 1971 by Carl T. Naumburg, Class of 1911.

Regularly scheduled exhibitions (often integrated with class work) are held, as well as special showings of the library’s major items, supplemented from time to time with materials received on loan. The resources of the Chapin Library may be consulted by undergraduates, members of the faculty, and qualified visitors. An unusual opportunity is afforded students working on research papers since they have access to books normally reserved for the use of graduate students and scholars in most university libraries.

Because of the nature and value of these books, the donor specified their use be restricted to the area occupied by the Chapin Library, which is located on the second floor of the south wing of Stetson Hall. The hours are: weekdays from 9 a.m. to 12 m. and from 1 to 5 p.m. Monday through Friday. During College vacation periods, the hours will be scheduled and posted. Other visits may be arranged by special appointment.

**Williams College Museum of Art**

The Williams College Museum of Art was founded in 1926 by Karl E. Weston, first chairman of the Williams College art department. The Main Street front gives access to an octagonal building of 1846, skillfully designed as the College library, in Greek Revival style with an Ionic rotunda, by Thomas Tefft of Providence. A portrait at the head of the spiral stairs represents the donor, Amos Lawrence of Boston, a friend of President Mark Hopkins (a replica by Chester Harding of the painting now in the National Gallery in Washington, D.C.). Wings fronting Main Street were added in 1890. The Edwin Howland Blashfield Room, added in 1938, contains notable works of medieval and Renaissance art. In the Cluett Room, named for George Alfred Cluett ’96, are fine examples of Spanish and Italian painting, sculpture and furniture. Other collections include Roman glass; Greek, Etruscan, Peruvian, and Mayan ceramic art; and British and American portraits of the late eighteenth and nineteenth centuries, primarily from the bequest of Charles N. Davenport ’01, who also presented an important col-

Tarkington, and James Branch Cabell, which provide most of the items necessary for research about these American authors.
Museums

Collection of early American furniture. The collections of drawings and prints are broad in range.

During the college year, there are frequently changing temporary exhibitions, chiefly of modern art and architecture.

The permanent collection is being developed to provide a broad representation of world art. Among artists represented are: Barye, Bourdelle, Braque, Cornell, deChirico, Delacroix, Demuth, Durer, Gainsborough, Guardi, Homer, Johns, Kline, Maillol, Marin, Matisse, Miro, Panini, Peto, Picasso, Prendergast, Rembrandt, Ribera, Rodin, Rouault, David Smith, Stanzione, Tanguy, Toulouse-Lautrec, and Villon. The Cluett Room includes a large Annunciation by Valdes-Leal and a portrait by Pacheco (the master of Velazquez), the latter given by John T. Winkhaus, Jr., ’35. Other possessions include two ancient Assyrian reliefs given to the College in 1851, and French illuminated manuscripts and Italian paintings presented by Frank J. Mather, Jr. ’89. Four Italian Gothic paintings were given in 1960 by the Samuel H. Kress Foundation. In 1969 a superb French Gothic millefleurs tapestry (with unicorn) was presented by Miss Lois Clarke. Modern art includes gifts from Lawrence H. Bloedel ’23, James Thrall Soby ’28, William Alexander ’32, John H. Rhoades, III ’34, Sam Hunter ’44, Bernard Heine-man Jr. ’45, Leonard B. Schlosser ’46, John T. Overbeck ’54, Stephen D. Paine ’54, and by bequest from the estate of Kay Sage.

To match developing interest as well as instruction at Williams in Far Eastern and African art, gifts and recent purchases have included sculpture from China, Japan, Cambodia, India, New Guinea and Africa.

Funds for the purchase of works of art were established by Joseph O. Eaton ’95; by Karl E. Weston ’96; and by Lawrence H. Bloedel ’23, in memory of Professor Weston.

Adams Memorial Theatre

The Adams Memorial Theatre is a gift to the College honoring the memory of John Quincy Adams, 1824-1879, of Hopkinton, Massachusetts and Chicago, Illinois. The building provides varied facilities for the use of students interested in the creative and interpretive aspects of dramatic art.

The main auditorium seats 479 and is equipped with a completely modern stage that is suitable for all types of dramatic presentation. A spacious workshop for the construction and painting of scenery is adjacent to the stage. The basement level of the theatre contains a studio theatre for drama classes, rehearsals, and experimental productions; a costume construction studio and
Special Facilities

vaults; dressing rooms and storage rooms; and offices for the Department of Drama.

Weston Language Center

The Karl E. Weston Language Center, located on Main Street and dedicated in October 1965, is the headquarters for all modern language activities at Williams. Named in honor of the late Karl E. Weston of the class of 1896, the Center contains classrooms, seminar rooms, club rooms, a fully-equipped language laboratory, a cinema-tech room, a tape library, faculty and administrative offices, and a lounge.

Each of the four club rooms (French, German, Russian, Spanish) is stocked with appropriate foreign periodicals, reference books, and recordings; and has been furnished in a non-institutional style to provide a quiet and attractive atmosphere for study, reading or relaxation.

The laboratory, equipped with up-to-date electronic teaching aids provides the opportunity for a systematic acquisition of the basic language skills and techniques for which there is never sufficient time in the conventional classroom approach. The laboratory is supervised by a director and serviced by student technicians and monitors. In addition, the individual instructor's imagination finds a useful outlet in the cinema-tech room where film and slide projectors add the audio-visual dimension to traditional teaching methods. The language faculty seeks to make wide use of the cinema-tech room facilities in planning their special Winter Study Projects.

Finally, the lounge is used for activities of a broad cultural nature intended to project languages beyond strict classroom confines: lectures, concerts, weekly foreign films, theatricals. Refreshments are regularly provided and the audience is invited to stay on for informal conversation after the events. This effort to broaden the scope of languages on campus from course subjects alone to living cultural phenomena involving the interests of students, faculty and visitors is indeed one of the guiding concepts under which the Language Center was conceived and implemented.

Chapin Hall

Chapin Hall, a gift of the late Alfred C. Chapin, of the class of 1869, contains a 1,000 seat auditorium where recitals, lectures, concerts, and special events are held.
Special Facilities

Roper Public Opinion Research Center

The Roper Public Opinion Research Center contains the original data from public opinion surveys conducted by 131 research organizations located in the United States and 82 other countries. The studies date from 1936 to the present.

The materials placed at the Center by each cooperating organization fall into three main categories: (a) public affairs research, including many political behavior studies, (b) research on the mass media of communication, and (c) consumer behavior studies.

The Center’s main functions are (1) to enrich the store of survey data available to social scientists for secondary analysis; (2) to facilitate usage of these data not only by scholars, but also by any individual or group doing research in the public interest; (3) to encourage and stimulate an increased amount of research involving use of the data; (4) to increase the degree of comparability in the primary sample survey research being conducted today in various cultural and national contexts; (5) to stimulate additional cross-national primary research.

The Center is housed in Stetson Hall and is equipped with an RCA 301 computer, unit record equipment, and other facilities necessary for analyzing the materials, which now include over 13,500 separate studies. There are presently approximately fifteen million IBM interview cards. These surveys represent approximately one-quarter of a billion dollars of original data collection.

Whiteman Collection

The Whiteman Collection, a gift of Mr. Paul Whiteman, is housed in specially built and equipped rooms in Stetson Hall and consists of original scores and parts of musical manuscript written or arranged for the Paul Whiteman Orchestra. The collection now exceeds four thousand titles, and illustrates important features of American popular and entertainment music from Whiteman’s earliest phonograph records of the “Twenties,” through the jazz-concert period of Rhapsody in Blue, to contemporary examples of composition and orchestration for radio, television, and motion pictures. Photographs, scrapbooks, a large number of new and old recordings, and books and periodicals on the subject of popular music are maintained as reference material.

Science Laboratories

The Departments of Biology, Chemistry, and Physics are located in the
three laboratory buildings presented to the College by Frederick Ferris Thompson, of the class of 1856. The Department of Geology is in Edward Clark Hall. Each laboratory has a departmental library, which contains the more important American and foreign scientific journals, totaling some 10,000 books and 11,000 bound journals. There are conference and class­rooms equipped for demonstration lectures, laboratory rooms, and a number of research rooms for the staff, graduate students, and honors students. Each laboratory has photographic dark rooms. The general work of the laboratory sciences is further aided by a well-equipped science shop and an electronics shop.

The Biology Laboratory provides facilities for the conduct of regular courses as well as space and equipment for research. Small classrooms, seminar and conference rooms, and a large lecture room service a wide variety of instructional needs. Well-equipped laboratories are available for introductory courses, biochemistry, molecular biology, physiology, development, animal behavior and environmental biology. Special facilities include constant-temperature and dark-rooms, honors research laboratories, and equipment for refrigerated ultracentrifugation, spectroscopy, radioactive studies, neurophysiology, animal behavior studies, and ecology. The laboratories contain animal quarters, marine aquaria and colony rooms which furnish a variety of living material for classroom and research purposes. A representative group of living and preserved organisms is displayed in an attractive museum area. Of particular interest are the Kohnstamm Memorial Laboratory and the Samuel Fessenden Clarke Plant House, which provide space and facilities for the study of cellular biology and plant science.

The Chemistry Laboratory contains two lecture rooms, several small class­rooms, a number of conference rooms, and offices. Well-lighted and -ventilated laboratories are available for inorganic, analytical, organic, biochemistry and physical chemistry. A number of small laboratories are designed for special work, including undergraduate and staff research. Major items of equipment of special interest to chemistry students available in the chemistry laboratory and in the Bronfman Science Center include a Perkin-Elmer R12B nuclear magnetic resonance spectrometer, a Cary 14 spectrophotometer, a Varian E-3 electron paramagnetic resonance spectrometer, a Perkin-Elmer E-1 modular spectrometer, Beckman DB-G and DU spectrophotometers, a Gilford 240 spectrometer with linear transport, Perkin-Elmer 710A and 237B infrared spectrometers, Varian-Aerograph Series 1860, 1420, 202B, and A-90-P gas chromatographs, a Waters high speed liquid chromatograph, a Sorvall RC 2-B refrigerated centrifuge, a Savant electrophoresis system, a Beckman L ultracentrifuge with analytical optics, cold room facilities, and a General Electric X-ray diffraction unit.
**Special Facilities**

There is a good research library covering the principal fields of chemistry in the chemistry building.

The *Geology Laboratory*, located in Clark Hall, houses a carefully selected collection of rocks, minerals and fossils. Equipment is available for laboratory and field studies in mineralogy, petrology, structural geology, paleontology, sedimentology, oceanography, geophysics and environmental geology.

Various crushing and grinding machines, along with rock saws of several sizes, are available for the preparation of rock and mineral specimens.

Studies in sedimentology and coastal oceanography are facilitated by; a thirty-five foot long wave channel in which shoreline phenomena can be duplicated; a wave tank for the study of shallow and deep water waves; and a stream table as well as a variety of sieving equipment.

A deformation table and other related equipment for the determination of the physical properties of materials make possible model studies in rock mechanics and structural geology.

A Philips X-ray fluorescence vacuum spectrograph and diffractometer as well as optical spectrographic equipment and polarizing microscopes are available for analytical work in mineralogy and petrology. A separate geochemistry laboratory is used for sample preparation and standard chemical analyses in geochemical studies.

Investigations in geophysics are made possible by the Julius Palmer Memorial seismograph, with recording apparatus for local and distant earthquakes and a Jalander electronic magnetometer.

The *Physics Laboratory* accommodates the Departments of Physics and Astronomy and their joint library, as well as the carpentry and machine shops which serve all the sciences. Most classes and their associated laboratory work take place here, and although much of the research activity of the physics department is done in the Bronfman Science Center, the physics laboratory has additional laboratory facilities for individual faculty and undergraduate research projects. The department has available a wide variety of permanent equipment within its own laboratory and within the Bronfman Science Center for use in research.

The *Bronfman Science Center* contains the Departments of Mathematics and Psychology, their associated libraries, and some offices and research laboratories for members of the other science departments. The principal educational function of the four-story building is to provide a central location for facilities used in the diverse scientific disciplines so that participants may profit from the proximity of related work in other fields. The program of the Center supports and extends the Honors research curriculum in the
Special Facilities, Laboratories

sciences which encourages talented undergraduates to join actively in the research investigations of the faculty. The Bronfman Science Center also supports an undergraduate summer research program. Accommodated in the building are IBM 1130 and Xerox 530 computers, used widely throughout the College by faculty and students, an environmental monitoring laboratory, a social psychology study with audio-visual equipment, a chamber for controlled plant growth and animal maintenance facilities. Major scientific instruments include X-ray crystallographic apparatus, two electron microscopes, an ultracentrifuge, ultraviolet and visible spectrophotometers, an electron spin resonance spectrometer and an atomic absorption spectrophotometer. Support facilities include an electronics shop, a student machine shop and a glass-blowing shop.

Astronomical Observatory

The functions of the Hopkins Observatory are carried out in various spaces around the campus. The original building of the Hopkins Observatory was built in 1836-38, and is the oldest extant astronomical observatory in the United States. But nowadays, “observatory” means where ever the astronomers do their thinking and computing, perform laboratory experiments, and make measurements on data obtained elsewhere in earth or in space. Williams students and faculty use the most modern facilities wherever in the world they might be. Within the recent past, they have used large optical telescopes at the Mt. Wilson and Palomar Observatories, radio telescopes in West Virginia, California, Australia and Germany and observed total eclipses of the sun from field sites in Canada, Africa, and Australia. They are also studying data from Skylab and from Orbiting Solar Observatory I. Several students have published the results of their research in scientific journals.

The staff of the Hopkins Observatory includes the members of the Astronomy and Physics Departments whose research is relevant to astronomy and astrophysics. The offices of the Hopkins Observatory and the Astronomy Department are in the Bronfman Science Center. Other facilities, including a joint Physics-Astronomy Library, are in the Thompson Physical Laboratory. An observing deck carries the telescopes. A new solar telescope permits observing the sun through a hydrogen-alpha ½-Angstrom filter. An alternative light path of the spar telescope permits planetary observations. Other telescopes for student night-time observations are also there.

The Old Hopkins Observatory building is now a museum. In its dome is located a historic seven-inch Alvan Clark refracting telescope. The two
wings contain a museum, set up in memory of Theodore G. Mehlin, Field Memorial Professor of Astronomy from 1943 to 1972. Modern astronomical photographs and displays are also included in the Mehlin Museum.

A Spitz A3-P planetarium has been installed in the central rotunda of the Old Hopkins Observatory. The Milham Planetarium accommodates about forty students. Weekly public shows are given by student assistants; additional shows are given by special arrangement to school and other private groups.

Center for Environmental Studies

In addition to the academic program and outreach or community activities, the Center for Environmental Studies manages three special facilities of the College.

The Environmental Analysis Laboratory, in the Bronfman Science Center, is equipped to allow a full range of chemical and physical analyses of water, soil, and biological material – both with field and laboratory equipment. Major equipment in the Laboratory includes a Technicon Auto-analyzer, an atomic absorption spectrophotometer and other standard analytical equipment. The Laboratory is available to students and faculty who have the technical competence to operate the equipment, and is used to provide support for research programs, often as a service to the community.

The Environmental Documents Library was established to support the educational, outreach, and research activities of the Center for Environmental Studies. The library, housed in Park Hall with the Center for Environmental Studies, contains raw data, unpublished and near print reference materials such as research reports, planning documents, government documents, student papers, consultants reports, newspaper clippings and other such materials not normally available in standard libraries, but essential to the rapidly evolving field of environmental studies. The Documents Library also provides access to the National Technical Information Service (NTIS) and contains a microfiche reader printer.

The Hopkins Memorial Forest, a 1600-acre tract located in the northwest corner of Williamstown, is less than two miles from the center of campus. The land was the Buxton Farms of Col. Amos Lawrence Hopkins until it was given to Williams College in 1934. The U.S. Forest Service operated the Forest as a research station between 1935 and 1968 and compiled a wealth of background data concerning forest biology, soils, meteorology and hydrology. The Center for Environmental Studies assumed management responsibility for the College in 1970 and has initiated a research and educa-
Special Facilities

In 1972 a stream gauging station of the South Branch of Birch Brook was put into operation and a weather station was installed for the continuous collection of hydrologic and meteorologic data.

Under the management of the Center the Forest is being used in support of a variety of courses and independent projects in biology, history, psychology, art, geology, religion and environmental studies. Hiking, snowshoeing and cross-country skiing are encouraged on the eight miles of trails in the Forest. Hunting and motorized vehicles are prohibited.

Athletic Facilities

Intercollegiate contests in the fall and spring are held on Weston and Cole Fields, which also provide ample facilities and space for practice and intramural sports in those seasons. The Lasell Gymnasium, centrally located in the heart of the campus, contains two basketball floors, the Robert B. Muir Pool, wrestling room and indoor track. Squash is played in a separate building with one doubles and fourteen singles courts rated the finest in squash circles. Locker-shower facilities for women, plus a dance studio, are located between the gymnasium and squash courts, with convenient access to both of these areas and the swimming pool. Tennis is served by outdoor facilities including 12 clay courts with fast-drying surface and 12 hard surface courts, four year-round indoor courts and four indoor courts during the fall and spring. The Lansing Chapman Rink, the Herbert S. Towne Fieldhouse, the college-owned 18-hole Taconic golf course, and a skiing area with championship trails and jumps on Berlin Mountain, fill out one of the most complete group of athletic facilities of any small college.

Brainerd Mears House

Named in honor of Brainerd Mears '03, Ebenezer Fitch Professor of Chemistry, Emeritus, this building houses the Office of Career Counseling. Mears House also contains extensive dark room and photographic facilities plus faculty offices and space for various student activities, including the Williams Black Student Union.
UNDERGRADUATE LIFE AND ACTIVITIES

Student Residence

As a residential college, Williams provides the dining, housing, and recreational accommodations for the entire student body. Students are expected to reside in college-operated housing and take board in college dining halls, with permission to live off campus granted only in exceptional cases.

Freshmen are assigned rooms in six dormitories and take their meals in the freshman dining room in nearby Baxter Hall. In the spring term, members of the freshman class are affiliated with the upperclass Residential Houses, moving to these Houses as sophomores, and normally remaining affiliated with these units the remainder of their careers at Williams.

Although the fifteen presently constituted Houses vary considerably in regard to architecture, accommodations, dining arrangements, and degree of overflow into attached buildings and halls, they share common elements. The membership of each House is relatively small, varying from about sixty to ninety. Each is organized through the election of officers to promote the social, recreational, and cultural interests of its members, as well as to provide representation to the College Council. Members of each House have the opportunity to dine together through a system of decentralized kitchens and dining areas. Relations between House members and faculty are facilitated by the appointment of a Senior Faculty Associate to each House, and by a system of House Faculty Associates.

The details of the housing process and off-campus selection are the joint responsibility of the Student Housing Committee of the College Council, the Director of Student Housing, and the Dean’s Office. Although procedural specifics change somewhat from year to year, the continuing aim of the process is to insure the social and intellectual vitality of each House by the inclusion of freshmen of diverse backgrounds, interests, and personalities, while at the same time allowing each student the option of affiliating with a group of close friends. Although the student is not able to choose a particular House, the inclusion process attempts to meet his or her preference for a particular type of campus housing to the greatest extent possible.
Conduct and Student Responsibility

It is the aim of Williams College to encourage among undergraduates a sense of personal responsibility and self-government. In academic matters students are expected to uphold the standards of the Honor System and the principles of literary honesty as stated on page 91. The Honor System is administered by the Student Honor Code Committee, appointed by the College Council.

Rules governing conduct are established by the Faculty and enforced by the Dean and the Faculty-Student Discipline Committee. Every undergraduate is required to be thoroughly familiar with the rules as set forth in the pamphlet, College Regulations, which is published and distributed annually to all students. The pamphlet describes College policies in major areas such as discipline, general rules of conduct, and housing. Students are required to be thoroughly familiar with the contents of this publication.

The Student Union

Baxter Hall, the Student Union building, named in honor of former President James Phinney Baxter, 3rd, provides dining and social facilities for the freshmen. As a centrally located Student Union, Baxter Hall is open for all undergraduates and members of the Williams community. In addition to a lounge and dining room for freshmen, there are lounges and dining rooms available for special banquets.

An attractive snack bar, serving refreshments and light meals, game rooms for pool, billiards, and pingpong, and a pottery workshop provide a common meeting place for freshmen and upperclassmen. Offices for the college newspaper, the Williams Record-Advocate, for the college radio station, WMSWCFM, and the Outing Club are located in the building. Special meeting rooms are available to other undergraduate organizations. A post office is operated in the building for freshmen and various campus organizations.

Special Lectures

The faculty gives a series of public lectures weekly from the first Thursday of the second semester until the last Thursday before spring vacation. All college departments are represented in the series, and lecturers aim to discuss their special fields in a way that will be of general interest to non-specialists.
Undergraduate Life and Activities

The faculty lectures for the year 1975 were as follows:

Don C. Gifford
Neil R. Grabois
George R. Goethals
John W. Shelton
Robert W. Friedrichs
Theodore A. Sande
Vincent M. Barnett

Popular and Critical Taste
Counting, Coloring and Cloverleaves
Contradicting Yourself to be Consistent
Solar Cooling
Sociology: Teleological, Apocalyptic, or Prophetic?
Industrial Architecture in Pre-Civil War America
The Supreme Court, Executive Privilege, and Watergate

The Williams Lecture Committee, made up of faculty and undergraduates, plans lectures by distinguished and informative guests. Lecturers are generally invited to spend a day or more on campus, often in the residential houses, so that they may take part in classes and talk informally to special groups, as well as deliver a public address. In addition to the regular budget of the Lecture Committee, there are a number of endowed funds, earmarked for special topics. Among the speakers scheduled for 1974-75 were: Suzanne Keller, Richard Leakey, Frances Fitzgerald, Talcott Parsons, Ed Bullins, I. F. Stone. Other lectures are sponsored by departments and organizations.

Religious Activities

The College provides occasional religious services in the Thompson Memorial Chapel as well as informal Friday dessert-discussion meetings and other special events. The College regards these opportunities for religious expression and development as an important aspect of its educational program. Speaking responsibilities are shared by the Chaplain, members of the faculty, and distinguished visitors. Services of music and religious drama are also held in the Chapel.

During 1974-75 services of worship were held in the Chapel on Parents' weekends in the fall and spring. An ecumenical Christmas Carol service was held in the chapel with the Reverend John D. Eusden, College Chaplain, preaching, and liturgy shared with the Reverend Robert H. Stafford, St. Patrick’s Church and readers from the community, with special music by the Williams Chamber Singers and the New York Renaissance Band and Viol Consort.

The Williams College Chapel is a voluntary student organization responsible for Protestant and interfaith activities on the campus. It is directed by the Williams College Chapel Board which consists of students elected from all
four classes. Among the activities are experimental worship services, traditional worship services in Thompson Memorial Chapel, discussion groups, films, College Chest Fund Drive, supper-seminar meetings with visiting speakers, members of the faculty, and students. The WCC works closely with the Newman Association and Jewish Association. It supports and participates in the work of the Lehman Service Council.

The **Newman Association** organizes Roman Catholic activities on campus. The Association sponsors regular Masses in Fitch-Prospect lounge as well as visiting speakers and informal brunch discussions throughout the academic year.

The **Jewish Association**, a student-run organization, conducts Sabbath services on Friday evenings, and schedules a variety of educational, social, cultural and religious programs of Jewish interest. The Association also sponsors a number of speakers of campus-wide interest. The William F. Kuskin Jewish Center, dedicated in 1966, is the center of Jewish activity on campus.

**Musical Activities**

Concerts at Williams College are regularly given by internationally known performing artists, members of the music department in various chamber music and solo combinations, and by student and joint student-community musical groups. Williams undergraduates are admitted to performances without cost.

During 1974-75, musical performances under Music Department auspices included those by the Concentus Musicus from Vienna and the Tokyo String Quartet; a lecture-recital on 18th century fortepiano by Malcolm Bilson; David Porter performing Charles Ives’ *Concord Sonata*; Louise Cuyler lecturing on “Words and Music”; a concert of compositions by Stephen Dankner; and an evening of piano music played by Claudia Stevens.

“Music in the Round,” a series of five chamber music concerts, features the Williams Trio (Julius Hegyi, violin; Douglas Moore, cello; and Stephen Dankner, piano), playing works by Schumann, Copland, Mendelssohn, Martinu, and Turina.

A series of Griffin Hall Concerts directed by Victor Hill, of the mathematics faculty and a professional harpsichordist, is devoted to Baroque music and to German and French classical song. The 1974-75 season was highlighted by complete performances of the Bach *Art of Fugue* and the *Italian Songbook* of Hugo Wolf. A four-hour marathon concert of instrumental and vocal works marked the 290th anniversary of Handel’s birth.
The Berkshire Symphony, an eighty-member college-community-professional orchestra conducted by Julius Hegyi, includes around thirty Williams undergraduates who perform regularly in the orchestra's four-concert season. In the past two years, soloists have included Van Cliburn Competition first-prize winner Vladimir Viardo and Andrew Wolf, pianists.

The Williams Choral Society has a membership of about one hundred undergraduate men and women, some of whom form the Chamber Singers and the Chapel Choir. The full Choral Society with orchestra has presented Stravinsky's *Symphony of Psalms*, works by Ives, Mozart, and Poulenc, as well as the major but seldom-performed "The Music Makers" by Elgar, and music of Beethoven, Verdi, and Brahms. Smaller groups have sung at the traditional Christmas, Parents’ Weekend, and Baccalaureate Chapel services and on tour.

Six or more public studio classes and recitals by students take place during the year. In addition to solo performances and some presentations of student compositions, other all-student musical groups which occasionally perform off and on campus include the *Brass Ensemble*, the *Woodwind Quintet*, the string quartet and ensemble – “Arco e Corda” – and the *Jazz Ensemble*

In addition, the Williams College Band, a seventy-member unit famous for its bizarre marching formations and studied casualness, and the *Ephlats*, a popular singing group of approximately sixteen men and women, perform frequently on the campus and at other collegiate institutions.

In addition to music offered by the College community, the College Council sponsors concerts by folk, blues, jazz, and rock soloists each year. In 1974-75 guests included Chick Corea, Milt Hinton, Jerry Jeff Walker, Machito and his orchestra, Count Basie, Thad Jones, and Zoot Sims. The student-run Coffeehouse in Baxter Hall presented many performers from Williams’ own student body as well as from off campus.

**Private Instruction**

College students may obtain private instruction in piano, organ, voice, string, or wind instruments from available members of the music department, in harpsichord from Mr. Hill, and in a variety of instruments from a number of qualified townspeople. For qualified music majors, instruction is available through the election of special courses in the creative arts (see the specific course listings under the music department section). Instruction from music faculty members outside of the creative arts course elections is not part of the regular curriculum and receives no academic credit. Special reduced fees of $150 each semester are available for college students.
fees are charged when a creative arts course election is made by a music major. Practice facilities are available without charge.

Theatre

The Adams Memorial Theatre program, operated by the Drama faculty and enhanced by modern and complete facilities, supplies an outlet for any interest in the theatre — creative, technical, or administrative. Participation is completely open to all members of the college community.

The theatre season, offering plays of many types, is designed to bring varied and worthwhile theatre to the community while providing opportunities for undergraduates in acting, direction, design, and technical work. Student participation in the theatre is rewarded — on a point system — by membership in Cap and Bells, Inc., the undergraduate dramatic organization.

The annual program normally consists of four major faculty-directed plays (in recent years: The Misanthrope, The Ruling Class, Six Characters in Search of an Author, The Inspector General, The Beggar's Opera), occasional visiting productions, and five to six student-produced plays — including original scripts — given in the Studio Theatre.
Undergraduate Life and Activities

Undergraduate Publications

Literary and journalistic interests find expression in several publications including the *Williams Record-Advocate*, a semi-weekly newspaper and other digests, journals and magazines. *The Gulielmensian*, the college yearbook, is edited by members of the sophomore or junior class. *The Eph Williams Handbook* is published to acquaint incoming freshmen with the College. Ungraduates in the *Williams News Bureau* write news reports of sports and other college events under the supervision of the Assistant News Director of the College.

Debating

The Adelphic Union conducts debates and panels on the campus and takes part in debate tournaments at other institutions.

College Council

The College Council is the directing force of student activities. It is composed of one member from each of the residential houses, four members
from the freshman class, and representatives of particular interest groups at Williams. It allocates funds from the Student Activities Tax, supervises the election or appointment of students to joint faculty-student committees, and debates issues of concern to the entire campus community.

**Joint Faculty-Student Committees**

Students and faculty work together on a number of joint committees which deal with many aspects of college life, such as admission, educational policy, undergraduate life, library, athletics, evaluation study, discipline, Winter Study, student activities, lectures, and computer services.

Student members of the Committee on Educational Policy, the Committee on Undergraduate Life, and the Discipline Committee are elected by the student body; others are appointed by the College Council. Five College Council members and the students on the CEP and CUL ordinarily attend Faculty meetings, as well as students on committees bringing business before a particular meeting.

**Gargoyle Society**

Founded in 1895, the Williams College Gargoyle Society has a membership, chosen in the spring, of between twenty and twenty-five men and
women. The original objectives of the Gargoyle Society were “to discuss college matters, to take active steps for the advancement of Williams in every branch of College life, and to exert itself against anything deemed detrimental to such advancement.”

The Society seeks to discuss and to re-define the nature of the Williams Community and Williams experience in an attempt to keep the institution vital and relevant to the needs of the student and his or her total environment.

Members in the Society are elected from a broad range of students representing diverse interests and commitments.

Purple Key

Purple Key, a service organization, consists of men and women selected on the basis of their desire to serve Williams College as measured through their participation as provisional members in the volunteer services provided by the Key. Those services include hosting campus visitors, whether prospective admission candidates or returning alumni; printing and distributing athletic programs, sponsoring and organizing pep rallies.

Lehman Service Council

The Lehman Service Council coordinates the work of all term-time and summer volunteer community service projects. The Council is composed of student project leaders, representatives of the student body at large, and faculty advisers. Among the service projects are the following: Williamstown Boys Club, Berkshire Farm for Juvenile Detention in Canaan, New York, Big Brothers and Sisters, psychiatric hospital visitation in three neighboring cities, Williamstown Day Care Center, Sweetbrook Nursing Home visitation, and high school tutoring.

Black Student Union

The Williams Black Student Union serves both the Black Community of Williams College as well as the College as a whole. Its cultural and political programs of lectures, plays, concerts, and art exhibitions are intended to promote and maintain an awareness of Black people, their culture, and their opinions. Particular activities include Black Movements, a student dance troupe, Pamoja Tutashinda (national magazine), “Kugichagulia” (newspaper), The Black Theater Repertoire, and the Afro Rock Band. The WBSU is located in Mears House and includes the Sterling Brown Afro American Library.
Williams Women

Williams Women is an organization whose aim is to provide a place and opportunity for the exchange of ideas and concerns of interest to all women on campus, and lectures and discussions about women's issues. Its activities are open to the entire community, as is the Women's Center in Park Hall which includes meeting space and a small library.

Intramural Athletics

Participation in intramural athletics is voluntary, and no credit in physical education is given for such participation. Tournaments in golf, tennis, ping-pong, squash, track, and swimming are held annually for the college championship in these activities.

Each residential house enters teams in touch football, tennis, golf, basketball, swimming, volleyball, squash, hockey, skiing, softball, and track. The freshman class is divided into residential groups each of which competes with the upperclass houses in these activities. Winners in each sport have their names engraved on the intramural plaques in the gymnasium. The team winning the greatest number of points for the year is awarded the intramural championship trophy. The freshman team winning the highest number of points has its name engraved on a special freshman plaque.

Coeducational experiences in selected intramural activities are a popular form of house social/recreational activity. Intramural and extramural activities for women only are being developed as the number of women on campus increases.

Intercollegiate Athletics

Williams normally has varsity and freshman (or junior varsity) teams for men in football, soccer, cross country, basketball, hockey, swimming, wrestling, squash, skiing, baseball, lacrosse, indoor and outdoor track, tennis and golf. Women field varsity and/or subvarsity and club teams in the following: field hockey, basketball, swimming, crew, tennis, cross country, lacrosse, skiing, volleyball and squash.

Intercollegiate athletics are under the direct control of the faculty through the supervision of the faculty-student committee on athletics. The immediate direction of intercollegiate athletics is in the hands of the Director of Athletics, who is a member of this committee.

The College provides at its own expense for insurance protection in excess of $1,000, up to $15,000 for injuries incurred by a student by accident:

A. While participating in a practice session or game of the Athletic
Activity for which coverage is indicated in the Schedule, which session or
game is approved by and under the supervision of proper authority of the
Holder; or

B. While traveling directly to or from such practice session or game with
other insureds under the supervision of proper authority of the Holder.

If a student is not covered by the College Health Plan, he must provide
his own insurance for athletic injuries up to $1,000.

Williams Outing Club

The Williams Outing Club, first started in 1863, is the oldest outing club
of its kind in the country. It operates skiing facilities and stages the annual
Winter Carnival, as well as maintaining many trails and a cabin in the area
throughout the year. The club lends equipment and offers a trip program
to students in order to encourage them to exploit the advantages of the col­
lege’s unique environment.

The 1960-61 season marked the opening of the Williams College Ski Cen­
ter, named after Outing Club Director Ralph J. Townsend, Williams’
coach of skiing from 1950 to 1973. Located just five miles from the campus,
the 4,000 foot trail and slope, and the twenty and forty-five meter jumps
provide superior competitive facilities for this popular winter sport.

Radio Station

WMS-WCFM is an entirely student-run carrier-signal AM, educationally
licensed stereo FM radio station. Its operation is designed to involve as
many undergraduates as possible in a broadcast schedule of music, news,
sports and special programs that mixes spontaneity with professionalism.

PHI BETA KAPPA SOCIETY

Students of the highest academic standing are elected to membership in
the Phi Beta Kappa Society. The Williams, or Gamma of Massachusetts,
chapter of Phi Beta Kappa was established July 21, 1864.

Eligibility for Election to Membership

(1) The requirements for election to membership shall be a grade aver­
age of 9.0 and a “pass” in all required Winter Study Projects. At the end of
junior year, the highest 7 per cent of the junior class, ranked by cumulative
grade average, shall be elected to membership provided that they have at-
tained the required average. Juniors elected to Phi Beta Kappa shall have completed enough courses to be considered candidates for the B.A. degree in the following year.

(2) In the senior year there shall be two elections to membership. Such members of the senior class as have a 9.0 average at the end of the first semester and a “pass” in all required Winter Study Projects, counting all freshman grades, shall be elected to membership at that time. A final election of seniors shall be held in June, the required average being arrived at with or without counting freshman grades. Any undergraduate who leaves Williams at the end of his junior year to attend graduate school may be under the normal membership provisions, but counting all freshman elected grades.

(3) Normally a student shall not be eligible for membership unless he has been a student in Williams College for at least two years; but this residency requirement shall be reduced to one year for any student who transfers to Williams College from an institution that has a chapter of Phi Beta Kappa or Sigma Xi.

(4) Any student who has taken college work elsewhere, at an institution that has a chapter of Phi Beta Kappa or Sigma Xi shall have all his grades count toward membership in Phi Beta Kappa, provided that a candidate shall have maintained a 9.0 average and a “Pass” in all required Winter Study Projects in all courses taken at Williams College.

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

(6) Any student who shall have gained his rank by unfair means or who is not of good moral character is ineligible to election.

(7) The name of a member elect shall not be entered on the roll until he has accepted the election and has paid to the Treasurer the regular entrance fee.

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

(9) Any immediate member who is expelled from college shall be deprived of his membership in the Society.

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

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

The Deans, the Admissions officers, the Chaplain, the Registrar, the Director of Financial Aid, the Director of Health, the Director of Security and the Director of Career Counseling are available at all times to assist and offer guidance to students. In addition, since most classes are small and the ratio of students to faculty is low there are many opportunities for informal counseling by classroom instructors. Many other members of the community serve as advisers and provide special assistance to particular groups of students.

Advisers to Freshmen

The Dean of Freshmen assigns a Faculty Adviser to each freshman. With this Adviser, the entering student finalizes his or her registration in September, makes any further course changes, registers for a Winter Study Project, and registers for courses for the sophomore year. Faculty Advisers and freshmen are encouraged to meet at other times as well, for advising or less formal purposes.

Junior Advisers are members of the junior class who live in the freshman entries to assist freshmen in their adjustment to Williams. Chosen by former Junior Advisers to perform this voluntary service, they are knowledgeable in all aspects of Williams, and assume an active role in dealing with or referring individual problems.

Senior House Associates

After the freshman year, students can look for counseling from faculty members associated with each of the residential houses in which they live. In addition to providing academic counseling to sophomores, the house associates are available for informal discussion and consultation, and take part in various house activities. Four of the upperclass houses have apartments in which the Senior Associate lives.

Departmental Advisers

In the spring of the sophomore year, a student may consult with a departmental adviser about the major which must be declared before the junior year. Once registered in the major, the student may choose an adviser in
Counseling Services

the department with whom he or she shares an academic interest or will be assigned an adviser by the department.

Special Faculty Advisers 1975-1976

Special faculty advisers assist student groups or individuals in specific areas of interest including professional careers and special graduate fellowships.

Actuarial Science: C. Wallace Jordan
Architecture: Theodore A. Sande
Armed Services: Henry N. Flynt, Jr.
Business Schools and Business Opportunities: Hope R. Brothers
Danforth Fellowships: Victor E. Hill
Fellowships and Grants in the Social Sciences: Fred Greene
Ford Foundation, Fulbright, Guggenheim, and Other Faculty Fellowships: Neil R. Grabois
Foreign Students at Williams: Dorothea R. Hanson
Law Schools: Hope R. Brothers
Engineering: C. Ballard Pierce
Married Students at Williams: Charles M. Jankey
Medical Schools: James F. Skinner
Ministry and Social Service: John D. Eusden
Peace Corps: Robert E. Kaufmann
Public and Foreign Service: Fred Greene
Rhodes, Marshall, Fulbright Scholarships: James A. Quitslund
Study Abroad Programs: Nancy J. McIntire
Teaching, M.A.T. Programs: Sue R. Little
Watson Traveling Fellowship: Nancy J. McIntire
Williams College Prizes and Fellowships: Henry N. Flynt, Jr.

Office of the Dean of the College

The Dean of the College is responsible for all areas related to undergraduate life, both academic and social. Within the Office of the Dean are the Foreign Student Adviser, the Dean of Freshmen, and the Associate and Assistant Deans responsible for the residential house system, counseling, academic advising, exchange programs and study abroad, among other things. The Deans are available to talk with students at any time about any problems or concerns.
Office of the Chaplain

The College Chaplain, in addition to being a teaching member of the department of religion, engages in individual and group counseling, often in conjunction with clinical psychologists and psychiatrists at the department of health. The Chaplain is also coordinator of religious activities on the campus and works closely with the Williams College Chapel Board, as well as with the Newman Association and the Jewish Association and their advisers.

Office of Career Counseling

The Office of Career Counseling serves both undergraduates and alumni. All registrants are given every assistance in career counseling and in finding satisfactory permanent employment. Its primary function is to help the senior and the alumnus, but all students are assisted in seeking a summer position “in training” which may lead toward future full-time employment. During the year, all interested seniors are invited to consult the Director regarding their job interests, and to interview with the admissions representatives from graduate schools of law, business, education, and others who visit the campus, and with recruiters from business and industrial firms who also visit the Office of Career Counseling. Representatives of secondary and elementary schools regularly schedule visits to interview teacher candidates. Federal agencies and services also visit the campus regularly. Vocational guidance is offered in all these fields.

All undergraduates are encouraged to make use of the Career Counseling Library which contains information on all types of graduate schools, fellowships and scholarships.

Department of Health

A health service, designed to care for all of the usual student illnesses and injuries, is maintained at the College infirmary. Doctors are available for consultation daily at regular hours. Emergency medical service can be obtained at any time.

Prevention of disability is a particular concern of the health service. Students are encouraged to visit the ambulatory clinic even if their symptoms are minor; and in order to eliminate any financial consideration in a decision to seek medical advice, no charges are made for any treatment or medicine provided by the College health service. Every candidate for intercollegiate
Department of Health

sports must receive medical approval at the beginning of each season. A doctor is present at all varsity and freshman contests in contact sports.

The College’s psychiatrist and clinical psychologists are regularly available to students. The health service also provides the services of a gynecologist through three weekly clinics.

The health department is happy to co-operate with family or outside physicians in the management of more chronic conditions, although it cannot assume the cost of special medicines in such cases, nor of services beyond the facilities of the infirmary.

Dental treatment and the fitting of glasses are not provided by the College, nor is any form of elective surgery. It is assumed that needs in these areas will be for the most part met at home during vacation periods; but if a student while resident at the College requires dental treatment or other specialized care, he will be referred to a dentist or doctor in the area.

No medical services at the infirmary are provided when the College is not in session. If a student ceases to be enrolled in college for any reason, he is no longer eligible for medical care.

The College assumes no responsibility for the cost of hospitalization outside the infirmary, or for consultations. We strongly recommend that each student carry the Student Health Plan. This Blue Cross-Blue Shield policy offered through the College has excellent twelve-month coverage for medical and psychiatric illness not cared for at the infirmary or occurring during vacations.

A full description of the policy provisions is contained in the leaflet mailed annually to all parents. One-half the premium for this insurance will be included in each semester bill. Each premium buys six months coverage.

The College provides at its own expense for insurance protection in excess of $1,000, up to $15,000 for injuries incurred by a student while participating in intercollegiate sports. If a student is not covered by the College Health Plan, he must provide his own insurance for athletic injuries up to $1,000.
PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

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

Each departmental major provides the foundation for graduate study in the corresponding field. Students should consult the departmental programs listed under “Courses of Instruction” for requirements, and for special advice regarding preparation for graduate study. Students should also consult with the appropriate departmental chairmen or “The Special Faculty Advisers” as early as possible in their college careers to make certain they have taken all the necessary factors into consideration.

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

Architecture

Although requirements set by various architectural schools differ, the equivalent of Mathematics 107 and courses in design and in history of art
Preparation for Graduate Study

and architecture are required by all. The equivalent of Physics 121, 122 is required by most architectural schools. For those with adequate preparation in high school, Physics 131, 132 is recommended.

Entering freshmen who plan to become architects should elect Art 101-102. See course descriptions for prerequisites for Art 413-414, the architecture studio, in senior year. Additional studio courses are recommended in the junior year.

Students planning to become architects should consult the faculty adviser on the study of Architecture.

Business Administration

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

Within this broad prescription it is desirable to have at least one year of Economics and one year of Mathematics (including statistics and calculus). For those interested in production management, additional work in mathematics and sciences would be helpful. Courses in American History and government provide important background understanding. In addition, a number of graduate business schools grant advanced standing for certain undergraduate courses successfully completed at Williams. For this information the student should consult the graduate business school adviser.

But there is no particular major at Williams that is designed as preparation for the business profession. Students interested in futures in business are encouraged to undertake a broad educational program in the arts, humanities, and sciences.

Students interested in graduate work in business administration should consult the faculty adviser for business schools.

Engineering

A prospective engineering student is well advised to build professional engineering training on top of a liberal arts education. Such a student can secure basic science and mathematics at Williams College while exploring broadly in all fields of knowledge and, on graduation, can enroll in a gradu-
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ate engineering school. In addition, opportunities to integrate engineering study into an undergraduate liberal arts program are offered by combined and exchange programs with various technological institutes. A student interested in an engineering career should consult the engineering faculty adviser as early as possible.

Law

Williams graduates regularly proceed directly to law schools on the strength of their liberal education. No special courses are presented for prelegal students.

Students intending to study law should consult with the faculty adviser on the study of law.

Premedical and Predental Study

A premedical or predental student should consult early in his or her college program the catalogs of medical schools to be able to plan a course at Williams to fulfill their requirements. A summary of the requirements of all medical schools is available in the annual bulletin of the Association of American Medical Colleges (AAMC), "Medical School Admission Requirements." According to the current edition, "... Specific premedical course requirements ... vary among the medical schools, but all recognize the desirability of a broad education — a good foundation in the natural sciences (mathematics, chemistry, biology, and physics), highly developed communication skills, and a rich background in the social sciences and humanities."

"Absolute requirements for medical school admission are purposely limited in order to allow latitude for developing individualized undergraduate programs of study ... Most students do major in one of the sciences, frequently in an area of biology or chemistry ... One should feel free (however) to develop his major area of interest for its own sake, realizing that the medical school is more interested in the quality and scope of the work accomplished than in the ... major field chosen by the student ... Because so much of medicine rests on a scientific basis, however, the student who majors in a nonscientific field and elects the minimum number of required science courses must excel in them to insure the adequacy of his preparation and a favorable consideration of his application ... A solid understanding of modern concepts in physics, chemistry, and biology is mandatory, for major advances in medicine are based on principles stemming from these disciplines ..."
Preparation for Graduate Study

Medical school requirements vary from school to school and from year to year. Students are advised to take into consideration not only current minimum requirements but also recommended courses and trends in requirement changes.

The precise requirements of medical schools are summarized in the pamphlet, “Guidelines for Premedical Students at Williams College,” prepared by the Premedical Adviser. It is strongly recommended that all entering freshmen interested in the study of medicine consult this pamphlet before registering. A copy may be obtained by writing: Office of the Premedical Advisor, Williams College, Williamstown, Mass. 01267. A summary of the essential information required for curricular planning may also be found in the pamphlet “Choosing Freshman Courses,” distributed to all incoming freshmen by the Dean of Freshmen.

Teaching and Research

The most important qualification for careers in teaching at any level is proficiency in a major. Students interested in college teaching and research should prepare themselves at Williams for graduate work in the subject of their choice, whereas those interested in teaching at the elementary or secondary level should plan to meet certification while an undergraduate or to proceed from a sound undergraduate major to a Master of Arts in Teaching program in a reputable graduate school.

Opportunities are available during Winter Study for teaching at the elementary or secondary level. Those interested in college teaching should consult with the chairman of the department in which they intend to major. Students interested in teaching at the elementary or secondary level should consult with the faculty adviser in that field.

Religious Study

Students intending to go to theological seminary are not required to pursue a special course. Various majors are acceptable and most liberal arts courses can be useful to the prospective minister, priest, rabbi, or teacher of religion. However, given the increasing variety and complexity of post-graduate vocational choices in the field of religion, it is strongly recommended that the pre-seminarian secure a basic foundation in the study of religion while an undergraduate. Students contemplating advanced academic work in religion preparatory to a career of teaching and scholarship should give serious consideration to concentrating their undergraduate studies in religion.

Anyone interested in graduate programs in religion should consult with the faculty advisors in that field.
PRIZES AND FELLOWSHIPS

The names of persons to whom awards have been made in 1974-75 are given in the back of this catalog.

Prizes in Special Studies

John Sabin Adriance Prize in Chemistry. From a fund given by John Sabin Adriance, 1882, a prize of $100 is given to the student who has maintained the highest rank in all courses offered by the department of chemistry.

Benedict Prizes. From a sum of money given by Erastus C. Benedict, 1821, once an instructor in the College, first ($50) and second ($25) prizes are awarded for excellence in biology, French, German, Latin, Greek, history, and mathematics.

Kenneth L. Brown, Class of 1947, Award in American Studies. From a fund established by his parents in memory of Kenneth L. Brown, $75 is awarded annually, at the end of his junior year, to a student specializing in some area of American studies, with preference given to students majoring in American history and literature and to candidates for the degree with honors.

David Taggart Clark Prize. Established by a bequest from the estate of David Taggart Clark. $65 is awarded annually to a sophomore or freshman who excels in Latin declaration or recitation.

Conant-Harrington Prize in Biology. A prize of $50 founded by the class of 1893 in memory of two of their classmates is awarded upon the recommendation of the chairman of the department of biology for outstanding work done in biology.

Doris De Keyserlingk Prize in Russian. A book awarded annually by the Department of Russian in honor of Doris de Keyserlingk, teacher of Russian at Williams College from 1958 to 1971, to a student who has earned distinction in Russian Studies.

Garrett Wright De Vries Memorial Prize. From a fund in memory of Garrett Wright De Vries '32, given by his father, Dr. Joseph C. De Vries, a prize of $15 is awarded annually on recommendation of the department of Romanic Languages for excellence in Spanish.
Prizes and Fellowships

SHERWOOD O. DICKERMAN MEMORIAL PRIZE. In memory of Sherwood O. Dickerman, professor of Greek at Williams College, friends of Williams College and of the Classics donate annually a prize to a sophomore or freshman who has distinguished himself in his Greek studies.

DWIGHT BOTANICAL PRIZE. A fund created by the bequest of Nellie A. Dwight to establish a prize in memory of her father, Henry A. Dwight, 1829. A sum of $75 is awarded annually to the student who maintains the highest standing in botany or related area of study.

GILBERT W. GABRIEL MEMORIAL AWARD IN DRAMA. From a fund established in 1953 by a group of friends in memory of Gilbert W. Gabriel '12, a cash prize is awarded to that senior who has made the most notable contribution to the advancement of theatre at Williams College. The committee of award includes the director of the Adams Memorial Theatre, one other faculty member, and the president of the Gargoyle Society.

FREDERICK C. HAGEDORN, JR. PRIZE. From a fund created in 1971 by friends and the family of Frederick C. Hagedorn, Jr. '71 in his memory. To be awarded to a pre-medical student entering the senior class, on the advice of the Faculty Pre-Med Advisory Committee “in recognition of academic achievement and the embodiment of the principles of the medical profession.”

ARTHUR C. KAUFMANN PRIZE IN ENGLISH. In memory of Arthur C. Kaufmann ’99, a fund has been established by his fellow workers for a book prize awarded annually on the recommendation of the English department for excellence in English.

LEVERETT MERS PRIZE IN CHEMISTRY. From a fund established by a member of the class of 1906. A prize of $60 is awarded to that senior majoring in chemistry who has been admitted to graduate study in the medical sciences or to medical school, and who, in the opinion of the members of the Chemistry Department, has had a distinguished record in chemistry and shows outstanding promise.

WILLIS I. MILHAM PRIZE IN ASTRONOMY. Established in 1968 by Betsey M. Milham. A $175 prize in Astronomy is awarded to a senior who is majoring in Science or Mathematics, is a member of Phi Beta Kappa and has a grade of ‘A’ in at least one year course in the Department of Astronomy.

JOHN W. MILLER PRIZE IN PHILOSOPHY. A group of grateful alumni who studied under Professor John W. Miller have established a fund as a continuing symbol of their appreciation of his teaching. The income shall be used to purchase a book prize to be awarded to the individual selected by the chairman of the philosophy department as the outstanding philosophy student for that year.
Prizes and Fellowships

Richard Ager Newhall Book Prize in European History. In honor of Richard Ager Newhall, distinguished historian and teacher of history at Williams College, 1924-1956, the department of history awards a book to the freshman who writes the best essay in an introductory course in European history.

Rice Prizes. Bequest of James Lathrop Rice for the encouragement of Latin and Greek scholarship. A prize of $200 is awarded to a junior or senior who has distinguished himself in Latin studies. A similar prize is awarded for distinguished work in Greek.

Lawrence Robson Memorial Prize in Chemistry. Given in memory of Lawrence Robson '59 who died during his college career, a prize of $400 is awarded annually to the most outstanding and deserving student majoring in chemistry. The selection is made by a committee of three members of the department of chemistry, one of whom shall be the chairman of that department.

The Royal Society of Arts Silver Medal. A silver medal awarded by the Royal Society of Arts in London to a student with a distinguished academic record “directly concerned with art or the application of art or science to industry or commerce” who has also played a significant part in student activities.

Bruce Sanderson Award for Excellence in Architecture. From a fund established by the friends, family, and classmates in memory of Bruce Sanderson, Class of 1956, who died while serving in the United States Navy. Since Bruce Sanderson found his special interest at Williams and at graduate school in architecture, a prize of $100 is awarded to the senior who, in the opinion of the faculty members who teach architecture, shows the greatest achievement and promise in this field.

Ruth Sanford Memorial Prize in Theatre. Established in 1969 by Marshall D. Sanford, to be awarded to a graduating senior with demonstrated ability in the theatre, with preference given to a candidate who intends graduate study in theatre, the selection being made by the Drama faculty.

Ruth Sanford Memorial Fellowship in Theatre. Established in 1969 by Marshall D. Sanford, to be awarded to a Williams student for graduate study in the theatre or for participation as an apprentice or assistant with the Williamstown Summer Theatre. The selection is made by the director of the Adams Memorial Theatre and the director of the Williamstown Summer Theatre.

Edward Gould Shumway Prize in English. In memory of Edward Gould Shumway, 1871, a fund has been established by his daughter, Mary Shumway Adams, from which a prize of $100 is awarded annually to a senior...
Prizes and Fellowships

majoring in English who has, in the judgment of the English department, done the most distinguished work in English literature and composition.

Herbert R. Silverman Award in American History. Established in 1965 by the Textile Veterans Association in honor of Herbert R. Silverman, for the senior who achieves the highest grade as a major in American history.

Theodore Clarke Smith Book Prize in American History. In honor of Theodore Clarke Smith, distinguished historian and teacher of history at Williams College, 1903-1938 and 1943-44, the department of history awards a book to the student who writes the best essay in an introductory course in American history.

Karl E. Weston Prize for Distinction in Art. In appreciation of Karl Weston's great service to Williams College as teacher and as Director of the Lawrence Art Museum, a book prize is awarded each year at commencement to a senior majoring in art whose work has shown unusual brilliance, imagination and industry.

Essay Prizes

Academy of American Poets Prize. A prize of $100 awarded by the department of English for the best poem or group of poems by an undergraduate. The prize was made possible originally by a bequest of Mrs. Mary Cummings Eudy, a former member of the Academy, and is now continued through the generosity of an anonymous donor. Twenty-four colleges and universities in various parts of the United States participate.

Henry Rutgers Conger Memorial Literary Prize. Fund established by members of the class of 1899 for a prize of $100 awarded annually in memory of their classmate, Henry Rutgers Conger, for the best contribution of prose or poetry submitted to a literary magazine published by the undergraduates of the College, as judged by a committee from the department of English.

Arthur B. Graves Fund. Established by Arthur B. Graves, 1858, for six prizes of $50 each for the best six essays prepared by seniors on subjects assigned by the following departments: art, economics, history, philosophy, political science, religion. The fund also provides an award or awards totaling $100 for the best report or reports delivered in the senior Political Economy project.

C. David Harris Jr. Book Prize in Political Science. In memory of C. David Harris Jr., 1963, who died during his college career, a book is awarded annually to the Political Science major who writes the best essay in Political Science 201, 202. The prize was donated by his classmates.
through the Williams College Social Council of which David was a member, and the winner is selected by the Political Science Department.

**Lathers Prize and Medal.** From a fund given by Richard Lathers, a cash prize of $200 and also a bronze medal, offered to the senior who writes the best essay of not less than one thousand words on the duty or relation of citizens to the government.

**Sentinels of the Republic Prize.** From a gift of the Sentinels of the Republic, an organization established in 1922 in Boston. A substantial prize is offered for the best essay on a subject relating to the American Federal system of government, civil liberties, or free enterprise.

**William Bradford Turner Prize in History.** From the income of a fund given by the family of William Bradford Turner '14, who was killed in action in France in September, 1918, a prize of $150 is awarded for the best thesis or essay in the field of American history or institutions.

**The Benjamin B. Wainwright Award in English.** A prize for the best short story submitted by a student, to be judged by a committee of the Department of English.

**David A. Wells Prize.** From a bequest of David A. Wells, 1847, a prize of $500 may be awarded for an essay upon a subject in political economy. Competition is limited to seniors and to graduates of not more than three years’ standing. A successful essay is printed and circulated by the College out of the residual income of the fund.

**General Prizes**

**The Sterling A. Brown Award.** From a fund established in 1974 by Hiram L. Brett, Charles L. Mitchell, and Otis M. Sanders. An annual prize to be awarded to the graduating senior “whose undergraduate experience reflects: 1) a cosmopolitan *modus operandi*; 2) academic achievement; 3) the communication of new ideas (service on the radio, newspaper, magazine, writing or other forms of media). Preference is to be given to members of the Williams Afro-American Society. By May 1 of each year, the Williams Afro-American Studies Committee will make recommendation for our consideration. The cash prize will be in the amount of $100.00”

**Grosvenor Memorial Cup.** Given by the members of the Interfraternity Council of 1931 in memory of their fellow member, Allan Livingston Grosvenor. Awarded annually for one year to the junior who best exemplified the traditions of Williams. The committee of award consists of the chairman and the secretary of the College Council and three other members selected by the Council.
Prizes and Fellowships

Carl T. Naumburg Student Book Collection Prize. An annual prize of $100 made possible through the generosity of Carl T. Naumburg '11. The contest is open to all undergraduates regularly enrolled at Williams College, and will be held in the Spring of each year. The rules of the contest and other information may be obtained from the Custodian of the Chapin Library in Stetson Hall.

James C. Rogerson Cup and Medal. Presented by Mrs. James C. Rogerson and the class of 1892 in memory of Mr. Rogerson, a member of that class. The cup, a permanent possession of the College, is awarded annually for one year by the President of the College to an alumnus or to a senior for service and loyalty to the College and for distinction in any field of endeavor; a bronze medal is awarded for permanent possession of the recipient.

William Bradford Turner Citizenship Prize. From a fund established in memory of William Bradford Turner '14, who was killed in action in France in September, 1918, a prize of $300 is awarded to the member of the graduating class who, in the judgment of the faculty and of the graduating class, has best fulfilled one's obligations to the College, to fellow students, and to self. The committee of award, appointed by the President of the College, is composed jointly of faculty members and members of the graduating class.

Rhetorical Prizes

Dewey Prize. A prize of $75, founded by Francis Henshaw Dewey, 1840, and awarded to the member of the graduating class who presents the most creditable oration in point of composition and delivery at the commencement exercises.

Elizur Smith Speaking Prize. Established in the year 1866, this prize of $125 is awarded each year to encourage excellence in public speaking.

Van Vechten Prize. A prize of $100, established by A. V. W. Van Vechten, 1847, awarded for impromptu speaking. The assignment of this prize is made by a committee of the faculty on the basis of a public competition.

Athletic Prizes

Francis E. Bowker, Jr. Swimming Prize. A cup given by the late Francis E. Bowker, Jr. '08, on which is engraved the name of the winner of a meet open to all students who are not members of the college swimming team.
Belvidere Brooks Memorial Medal. From a fund established by alumni of the College, friends of Captain Belvidere Brooks '10, who was killed in action at Villesavoye, France, August 21, 1918. This medal is presented to the member of the team whose playing during the season has been of the greatest credit to the College. No person shall receive the medal more than once.

J. Edwin Bullock Wrestling Trophy. Presented in 1960 by his fellow coaches and awarded annually to that varsity wrestler who because of his superior performance, courage, and loyalty has been of credit to his college.

Canby Athletic Scholarship Prize. A prize of $50, established by W. Marriott Canby, 1891, and awarded at commencement to the senior who has attained the highest average standing in scholarship during his or her course. The recipient must have been in college since the beginning of his or her junior year, and must have represented the College in a recognized intercollegiate athletic contest.

Fox Memorial Soccer Trophy. In tribute to the inspiring qualities of leadership and integrity which distinguished Myles Fox ’40, Williams soccer captain, killed in action on Tulagi while serving with the United States Marine Corps. Each year there shall be inscribed on the trophy the name of the soccer player whose achievements of character and sportsmanship best typify those of the “Skipper.” The trophy was awarded anonymously by a Williams alumnus in 1953.

Golf Trophy. Presented in 1952 on the fiftieth anniversary of the first Williams golf team by four members of that team; Richard H. Doughty ’03, Richard W. Northup ’04, E. Donaldson Clapp ’04, and Edward A. Clapp ’06. On this trophy is inscribed the name of the winner of the annual college golf tournament, who also receives a smaller trophy for his permanent possession.

Willard E. Hoyt, Jr. ’23 Memorial Award. Presented by the Alpha Delta Phi Class of 1960 in memory of Willard E. Hoyt, Jr. ’23. Awarded annually to that senior whose spirit and superior efforts on behalf of Williams athletics have been combined with a genuine academic interest. The selection committee consists of the Dean, a varsity coach named each year by the Director of Athletics, the President of the Purple Key Society, the Chairman of the Faculty Committee on Athletics, and the Director of Athletics.

Robert W. Johnston Memorial Trophy. Presented by the members of Delta Kappa Epsilon in memory of Robert Woodall Johnston ’49. Awarded annually to the most valuable varsity baseball player.
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LACROSSE AWARD. Presented in 1959 by the Williams College Alumni Association of Maryland as a permanent trophy on which is inscribed each year the name of the outstanding men's varsity lacrosse player.

ROBERT B. MUIR SWIMMING TROPHY. Presented in 1960 by Mr. and Mrs. George S. Dively, parents of Michael A. Dively '61. Awarded annually to the outstanding varsity swimmer on the basis of performance, leadership, and sportsmanship.

FRANKLIN F. OLMSTED MEMORIAL AWARD. Given in 1963 by Mrs. Franklin F. Olmsted in memory of her husband, of the Class of 1914, who was a member of the first Williams cross country team. Awarded annually to a member of the cross country team on the basis of character, perseverance, and sportsmanship.

ANTHONY PLANSKY AWARD. Given in 1953 by George M. Steinbrenner, III '52, and awarded annually to the best varsity track athlete on the basis of performance, leadership, and sportsmanship.

LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. In memory of Leonard Sidney Prince '14, donated by his father, S. S. Prince. Presented to the outstanding freshman member of the swimming team.

PURPLE KEY TROPHIES. Two trophies for the senior man and senior woman letter-winners who best exemplify leadership, team spirit, ability, and character. Chosen by the Director of Athletics, president of the Purple Key, two members of the Athletic Department, and one faculty member chosen by the Purple Key.

MICHAEL D. RAKOV MEMORIAL AWARD. Presented in 1957 by the members of Alpha Delta Phi, to be awarded annually to the member of the varsity football team who, in the opinion of his coaches, is the most improved lineman, and who possesses superior qualities of leadership, aggressiveness, and determination.

PAUL B. RICHARDSON SWIMMING TROPHY. Presented by Mr. Paul B. Richardson of Belmont, on which is recorded each year the name of the swimmer or diver winning the greatest number of points in dual collegiate meets during the swimming season.

ROCKWOOD TENNIS CUP PRIZE. In memory of Lieutenant Richard Burton Rockwood '16, who was killed in action in France, his mother, Mrs. R. L. Rockwood, has given a fund to provide a cup to be awarded annually to the winner of the singles in the fall tennis tournament.

CHARLES DEWOODY SALMON AWARD. Presented in 1960 by his former teammates in memory of Captain Charles D. Salmon, USAF, former Little
Prizes and Fellowships

All-American guard and captain of the 1951 Williams College football team, killed in the service of his country. Awarded to that sophomore member of the varsity football squad who, in the opinion of the coaching staff, has made the most significant contribution to the varsity football team in his first year of eligibility. Presented by the team of 1951 in the sincere hope that it will serve to inspire the recipients in the years to follow to seek the same supreme qualities of performance and leadership which Chuck Salmon exemplified.

Scribner Memorial Tennis Trophy. Presented in 1954 by his friends in memory of Frederick M. Scribner, Jr., class of ’49, killed in action in Korea on February 20, 1953. This trophy is awarded annually to the member of the men’s varsity tennis team who best combines sportsmanship, team spirit, and character.

Squash Racquets Prizes. Presented by the donors of the squash racquets building, Clark Williams, 1892, John P. Wilson ’00, and Quincy Brent ’01, as a permanent trophy to be competed for in an annual elimination tournament for students.

Oswald Tower Award. A plaque in honor of the contribution of Oswald Tower ’07 to basketball, as editor of the Basketball Rules for forty-four years and as a basketball rules interpreter. Presented in 1960, by former Williams players, to the most valuable player of the men’s varsity in the opinion of the coaches and manager.

Ralph J. Townsend Ski Trophy. Presented in 1959 by former members of Williams skiing teams for the men’s varsity skier who best exhibits the qualities of sportsmanship, competition, and team spirit associated with Williams and skiing.

Young-Jay Hockey Trophy. Presented by George G. Young ’38 and John C. Jay ’38. For a member of the Williams varsity hockey team notable for loyalty and devotion to the interests of Williams hockey; courage, self-control, and modesty; perseverance under discouraging circumstances; and a sense of fair play towards his teammates and his opponents.

Harry F. Wolf Memorial Mixed Doubles Tennis Championship. Presented in 1973 in memory of Harry F. Wolf ’29 and awarded annually to the mixed doubles team winning the college championship tournament conducted in the fall.

George J. Mead Fund

In 1951 Williams College received a substantial gift from the Estate of George J. Mead. Mr. Mead expressed in his will an intention “that this
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gift shall be used to improve the quality of leadership and service in all branches of government, whether Federal, State or municipal, by encouraging young people of reliability, good sense and high purpose to enter with adequate preparation those fields of politics and constitutional government upon which must rest the future of this nation.

A portion of this gift constitutes a Revolving Fund that directly assists promising students with inadequate means who are pursuing courses in political science, history, or economics. The remaining portion, or Special Fund, is intended "to stimulate all students at Williams College in the fields of Government, history and economics in their best possible efforts through suitable prizes, talks by authorities in their chosen field, and in such other ways as the committee may deem best calculated to accomplish that purpose."

The Special Fund has sponsored student trips to Washington, during which selected seniors conduct a careful examination of a certain aspect of government policy or operation. The Special Fund has also financed campus visits by persons prominent in government, State or municipal work. These visits have taken the form of public lectures as well as seminar or conference meetings with students majoring in the fields of political science, history, or economics.

A summer intern program in government involving selected sophomores and juniors is the most extensive undertaking of the Mead Fund.

Williams-In-Hong Kong

Begun in 1961, Williams-in-Hong Kong is a program whereby one Williams graduate teaches English for two years at United College in Hong Kong.

Fellowships and Prizes for Graduate Study

The Faculty Committee on Prizes and Graduate Fellowships examines candidates from the senior class for the graduate awards listed below. Application must be made at the Office of Financial Aid not later than January 15. Announcement of awards will be made early in February.

Horace F. Clark Prize Fellowships. Established in 1894 under the provisions of the will of Madame Marie Louise Souberbeille in memory of her father, Williams 1833. Two awards to members of the senior class chosen on the basis of superior scholarship, general ability, and interest in scholarly research.

Francis Sessions Hutchins '00, Memorial Fellowship. Established in 1931 by friends of Mr. Francis Sessions Hutchins. To assist students in con-
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continuing and completing their college course and in obtaining a start in business or professions in the early years following their graduation, the selection to be made by the President. "To be exercised so far as possible in favor of men, situated as Hutchins himself was when in college... but giving promise... of becoming, as he did, a useful, worthy, and lovable citizen."

HUBBARD HUTCHINSON MEMORIAL FELLOWSHIP. Established in 1940 by Mrs. Eva W. Hutchinson in memory of her son, Williams ’17. Awarded to a member of the graduating class sufficiently talented in creative work in music, writing, or painting. In the absence of a qualified candidate in these areas, an award can be made to a student of talent in philosophy or the sciences. The purpose of the award is to assist in continuing work in the special field of interest for a period of two years following graduation.

CHARLES BRIDGEN LANSGING FELLOWSHIP IN LATIN AND GREEK. Established in 1929, by bequest of Mrs. Abby S. L. Selden in memory of her father, Charles Bridgen Lansing.

JOHN EDMUND MOODY FELLOWSHIP. Established in 1927 by Mr. John Moody in memory of his son, Williams ’21. To enable a graduate of Williams College to pursue studies at Oxford University for the two years following graduation. The recipient is chosen from those who have majored in Greek, Latin, English, history, political science, philosophy, religion, or economics. The basis of award is general intellectual ability as shown in the major field of study, with special reference to character, need of assistance, and promise of original and creative work.

STEPHEN H. TYNG AND STEPHEN H. TYNG, JR. FOUNDATION FELLOWSHIPS. Holders of Tyng Scholarships in their undergraduate years are eligible for Tyng Fellowships for one, two, or three years of graduate study in any field of learning at any recognized university.

CARROLL A. WILSON FELLOWSHIP FUND IN MEMORY OF JOHN E. WILSON ’44. Established in 1949 by the will of Carroll A. Wilson ’07 in memory of his son, who was killed in the World War II crossing of the Rhine, March 28, 1945. The income to be devoted to scholarships for attendance at Oxford University, for members of the senior class chosen "after the manner of Rhodes Scholarships, with special attention to leadership, scholastic attainment, and physical vigor."
THE CURRICULUM

Williams College offers a course of study leading to the degree of Bachelor of Arts. The curriculum requires that a student explore several fields of knowledge and concentrate in one. A wide range of choice among subjects for both exploration and concentration is provided. Within the field of concentration, the student has ample room to satisfy individual interests.

The academic year is divided into two regular semesters and a Winter Study Program. The student takes four courses in each semester and during January pursues a single program of study on a pass-fail basis.

This Winter Study Program offers a different, less formally structured educational experience from that of the regular, four-course semesters. It allows a student to concentrate on one subject of study, chosen from a list of January course offerings or elected as a project of independent study, either on or off campus, in cooperation with an instructor. In general, Winter Study courses are intended to supplement the regular curriculum by offering study projects which are experimental, or inter-departmental, or exploratory of subjects not normally taught during the semester. Winter Study projects usually put emphasis on a student's initiative and independence and the fact that all work done in the January term is graded Pass-Fail means that, beyond a required minimum, the quantity and quality of work that a student does is largely his or her own responsibility. In addition, this period is intended to allow a student more free time in which to pursue his or her own intellectual and extracurricular interests. The college offers during January a wide range of lectures, films, concerts, and activities in music, drama, and dance, as well as special programs in the Physical Education department.

The list of Winter Study projects varies from year to year, but the following, from a recent January term, are typical of the range of course offerings:

"Shamanism and Psychotherapy" (Anthropology and Psychology departments)

"Sappho" (Classics) – designed to teach students with no advanced knowledge of Greek enough of the language to read Sappho in the original

"Scottish Culture"

"Bronze Casting" (Art)
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“The Curriculum” (Political Science) – a study of the petit jury system, including observation of trials in the surrounding region

“The Bible” – an introductory lecture course on the Old and New Testaments

“Physical Answers to Biological Problems” (Physics and Biology departments)

“Mexico, its Past and Present” (Economics, Anthropology and History departments) – introductory lectures and discussions by these departments, ending with a trip to Mexico

“Zen Discipline” (Religion)

“Medical Ethics” – a student-initiated course, supervised by the Philosophy Department, with the assistance of local doctors in different medical fields.

* * * *

The College encourages students of superior ability and attainment to undertake challenging individual academic programs.

Advanced Placement

In selecting their programs at the College, freshmen are encouraged to take full advantage of whatever special preparation they have had. Williams subscribes to the purposes of the Advanced Placement Program. Freshmen who have performed satisfactorily in college-level secondary school courses and on the advanced placement examinations, may be permitted to enter advanced courses not ordinarily open to freshmen. Such students are thereby enabled to enrich their Williams education. Furthermore, they may, with the consent of the Dean, be permitted to register for extra courses, and to accumulate credit from approved summer school courses, thereby attaining the B.A. degree in fewer than the normal four years.

Independent Study

Another opportunity for advanced work available to students is known as independent study. When a particularly able candidate wishes to pursue the study of a subject not covered by the normal course offering of the College, arrangements may be made for him or her to undertake courses of independent study under faculty supervision. Arrangements for independent study are made with the appropriate department at the time of registration, and must be approved by the Committee on Academic Standing.
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The Seminar

Each department offers a variety of seminars compatible with its overall educational program and manpower situation. They are conceived as discussion courses of limited enrollment for students who can be expected to benefit from such an educational experience. Departments decide on the criteria, if any, by which enrollment in seminars is limited. Among the criteria that might be used are grade average, special prerequisites, demonstrated interest by the student, or demonstrated ability to engage fruitfully in intensive discussion.

Student Initiated Courses

A Student Initiated Course is one proposed and organized by students and involves common group responsibilities, such as reading and discussion. The instructor supervises syllabus, student participation, and performance. Usually, in such courses, the students carry a heavy burden of the leadership in proposing requirements, selecting material to be covered, and conducting discussions, as well as in conceiving the basic outline of the course. The instructor is responsible for evaluating and grading students.

1. Student Initiated Courses for the fall and spring semesters are designated by the numbers 487 and 488 respectively.

2. In order to provide for departmental planning, students should discuss plans for Student Initiated Courses in the coming year at the beginning of the previous spring semester.

3. Interested students should propose Student Initiated Courses to a potential Faculty supervisor and his department by the following deadlines:
   - Fall semester courses: before the end of spring registration.
   - Spring semester courses: before the end of fall semester.

4. Proposals for Student Initiated Courses should include descriptions of the aims and anticipated techniques of the course, as well as a statement concerning any anticipated constraints on enrollment. Enrollment might be based on such educational considerations as the student’s background of knowledge, individual potentialities for growth and development, maximum feasible size of discussion groups, and availability of special materials or resources.
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5. All Student Initiated Courses, including criteria for enrollment, must be approved by
   a. a Faculty member who agrees to supervise the course
   b. that Faculty member’s department
   c. the Committee on Educational Policy

6. A student may enroll in no more than one Student Initiated Course each semester. No more than six such courses may be credited towards a Williams B.A.

7. At the end of each Student Initiated Course, the Faculty supervisor files with his or her department and with the CEP a report on the course’s content, a summary syllabus, and an evaluation.

Contract Major

Each student at Williams is required to complete a program of study offered by a major department or program. (See p. 80.) Effective with the Class of 1977, a specially qualified and dedicated student may organize his or her own coherent study of an interdisciplinary subject. The student is required to submit a detailed written plan of study, including a statement explaining why the contract major is necessary to his or her educational objectives, to the Dean for review and then to the Committee on Educational Policy for approval. At least two faculty members from different departments must endorse the program and undertake a central role in supervising its implementation, criticism and ultimate validation. The number of contract majors will be limited to no more than ten students in the Classes of 1977 and 1978.

The Degree with Honors

A central feature of the Williams curriculum is the degree with Honors which is presently awarded to those students who have demonstrated imagination, initiative, and intellectual independence as determined by each department or program. (See “Courses of Instruction” for the several departmental descriptions.) At the beginning of the second semester of his senior year, the interested student formally applies and submits supporting credentials to the major department for acceptance as a candidate for Honors. The initiative for this application lies with the student. Students may be required to consult with their departments on their Honors options prior to their senior year. All students are advised to do so. The degree is awarded at the end of the senior year if in the judgment of the major department, its criteria of excellence have been met.
A new Honors Program will come into effect in the academic year 1976-77 for the class graduating in 1978. The minimum requirement for the new Program will be three courses (one of which may be a Winter Study Project) thus adding two courses to the minimum number required for the major. These three units will constitute a clearly interrelated pattern of study whether in the form of a thesis, specialization within the major, or interdisciplinary study with courses from other programs or departments. After the student has completed the first two of the three course units, the department or program will determine whether the student is admitted to Honor's candidacy.

Special criteria, procedures, and patterns of study for the new Honors Program will be announced by individual departments and programs in the fall of 1975.

**COMBINED PROGRAM IN LIBERAL ARTS AND ENGINEERING**

In order to facilitate the combination of a liberal arts college program with education in engineering, Williams College offers qualified students the opportunity to earn its degree of Bachelor of Arts after six semesters at Williams followed by the successful completion of a program leading to the Bachelor of Science degree in engineering, engineering management, or architecture at any one of a number of leading technological institutes. A student who plans three years at Williams to include the requisite science and mathematics can usually obtain the Bachelor of Science engineering degree in two additional years. A member of the Williams College Faculty assists students in selecting subjects which will make the completion of this combined program possible.

For students who, in preparation for engineering, are majoring in physics, chemistry, or mathematics at Williams, who transfer to an approved engineering school at the end of six semesters, and who earn the Bachelor of Science degree, the requirements for the Williams degree are modified by waiving the senior year courses and the major exercise. Admission to the Columbia University School of Engineering and Applied Science is assured by a formal agreement to students recommended by Williams. Admission to other technological institutes is not automatic; the student applies under the regular transfer procedures.

Only students who have taken the necessary courses, who have an average of at least B in scientific subjects, and who have a good record in other subjects will be recommended by their major department and the Committee on Academic Standing for transfer and for award of the Williams College degree after completing their engineering degree work. Our experience
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shows that such students will have little difficulty satisfying the requirements for transfer and for completion of the engineering degree in two years or less.

Alternatively, students can go directly to graduate study in engineering from a Williams undergraduate degree. Such students may want to take advantage of the opportunities available to them under the exchange programs with the California Institute of Technology and the Thayer School of Engineering at Dartmouth. Inquiries should be directed to the Adviser to Pre-engineering Students.

OPPORTUNITIES IN THE CREATIVE ARTS

Williams College recognizes the varied needs of both the disciplines which form part of the college’s curriculum and of the students enrolled within its programs. Certain disciplines, especially those concerned with the creative arts, can benefit from an increased use of independent projects for its students. These projects normally do not form a part of the usual classroom program within that discipline. In addition, these independent projects realize more fruitfully the potential of the individual talent of the student and will guide the student in the growth of that talent and interest. All of these things the college desires to foster. It is generally conceded that an exclusively classroom-oriented approach to the arts is unsatisfactory; it must be fortified by practical experience within that discipline.

The architect and humanitarian, Walter Gropius, in his Convocation address at Williams College on September 22, 1963 stated:

This unintegrated society of ours needs participation in the arts as an essential counterpart to technology . . . , for art develops intuition . . . . In our era of expediency and mechanization, the predominant educational aim ought to be to call forth creative habits; vocational skill should be a by-product only, a matter of course. The student’s mind . . . will become increasingly inventive when he is guided not only by intellectual studies but also by practical experiments in forming, building, constructing things to come, a program of ‘search’ rather than ‘re-search’.

Qualified students at Williams are encouraged to make use of special electives in the creative arts in addition to the normal courses and extracurricular activities within these fields. These special electives in the creative arts, listed with the course announcements under Art, Drama, English (Creative Writing), and Music, have been formulated by the various departments and disciplines for those who demonstrated talents and interests
which the college hopes the individual student will wish to develop. Students should confer with the appropriate faculty member before registering for these courses.

Besides courses given for credit in the art department, the following creative activities have been available to students on a non-credit basis: student organized life drawing class; student photographic club; student organized pottery; silver working. Other activities are possible as interests arise.

Attention is directed to the Hubbard Hutchinson Memorial Fellowship for postgraduate work in the arts.

**COOPERATIVE PROGRAMS**

**Exchange Programs**

Williams participates in exchange programs, whereby sophomores and juniors may spend up to a year visiting one of the participating colleges, with a minimum amount of red tape. Although the programs are in no way tied to honors standing, reasons for exchange ought to involve academic offerings available at the host school. Exchange should not be seen as a station on the trip to Transfer, since the programs should appeal to exploring students with a basic commitment to their home institution.

The Twelve College Exchange Program includes: Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, and, for a semester program, the National Theatre Institute, in Waterbury, Connecticut. In addition, the College maintains an exchange with the California Institute of Technology in order to provide interested students with increased exposure to applied science, and with Howard University.

Information on the programs and copies of the participating schools' catalogs are available at the Dean's Office.

**Cross-enrollment: Bennington and North Adams State Colleges**

A limited number of students may register for courses at Bennington College or North Adams State College. Permission of the deans at both home and host colleges is required.

**Study Abroad**

Williams recognizes the value of study abroad experiences, and will grant credit for approved programs at a wide variety of other institutions. The only program operated by the college directly is in Madrid, in cooperation with Hamilton, Mount Holyoke, and Swarthmore Colleges.
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REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

No single course of study can be prescribed as essential for an educated man or woman. But Williams College has two categories of course requirements for all students. The Major Requirement is designed to assure that all Williams undergraduates will have the experience of disciplined and cumulative study, carried on over an extended period of time, in some important field of intellectual inquiry. The Distribution Requirement is intended to foster broadened awareness of some of the most important ways in which man has tried to understand himself, his artistic achievements, his relationships to others, and the nature of the physical world.

Required Number of Courses

Credit for thirty-two graded semester courses and four passed Winter Study Projects is required for the degree. In addition, four semesters of Physical Education must be completed by the end of the sophomore year.

Freshmen may enroll in only one course in any department during each semester of the first year. Sophomores may register for as many as two courses in any department upon petition to the Committee on Academic Standing.

The Major

Juniors are required to choose a major field of concentration. The selection is normally made at the time of registration in the spring of the sophomore year.

Major Fields

Majors are offered in the following fields:

- American Civilization
- Art
- Astronomy and Physics
- Biology
- Chemistry
- Classics
- Greek
- Latin
- History of Ideas
- Mathematics
- Music
- Philosophy
- Physics
- **Political Economy
- Political Science
- Psychology

*Offered by the Department of History.
**Offered jointly by the Departments of Astronomy and Physics.
***Offered jointly by the Departments of Economics and Political Science.
(1) A student ordinarily must elect at least nine semester courses in his major field. The major may also require a tenth course and/or one Winter Study Project during the junior or senior year.

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

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

Courses in many major programs require prerequisite courses in related areas. A full description of the detailed structure of each major is found under the heading of that major in a section of the catalog, “Courses of Instruction.”

Contract Major

A student completing a contract major (p. 76.) is also required to complete nine or ten semester courses, including a senior major course or seminar, and a senior major exercise.

Double Major

A student with a strong interest in two regular majors may double major with the permission of the major department or program and the Committee on Academic Standing.
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Major Exercise

A student’s mastery of his or her major subject will be evaluated by an exercise at some time in the senior year. This exercise may be incorporated in or distinct from the senior major course or seminar.

Co-ordinate Programs

In addition to majoring in a field, a student may choose to concentrate his elective courses on a single topic or area, such as Area Studies, Afro-American Studies, Comparative Literature or Environmental Studies. Descriptions of such possible co-ordinate programs appear under the appropriate heading in “Courses of Instruction.” A student making such a choice often can waive certain prerequisites for courses in the program, and may be granted a reduction in the number of courses required to complete his major.

Distribution Requirement

For the purposes of Distribution Requirements, the departments of the College are grouped into three divisions: Division I, Language and the Arts; Division II, Social Studies; and Division III, Science and Mathematics. Each student must complete at least two graded semester courses in each division, ordinarily by the end of his Junior year.

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

Courses which fulfill the Division II requirement consider the institutions and social structures that men have created, whether knowingly or unknowingly, and which in turn markedly affect their lives. These courses are intended to help the student recognize, analyze and evaluate these man-made structures in order that he may better understand himself and the social world in which he lives.

Courses which fulfill the Division III requirement are intended to provide some of the factual and methodological knowledge needed to be an informed citizen in a world deeply influenced by scientific thought and technological accomplishment, and to cultivate skill in exact and quantitative reasoning. The science departments offer a number of courses specifically designed for the interests of non-majors.
DIVISION I. Languages and the Arts

Art  English  Italian
Classics  French  Latin
Comparative Literature  German  Music
Drama  Greek  Russian
History of Ideas  Spanish

DIVISION II. Social Studies

American Civilization  History of Ideas  Psychology
Anthropology  History of Science  Religion
Economics  Philosophy  Sociology
History  Political Science

DIVISION III. Science and Mathematics

Astronomy  Chemistry  Mathematics
Biology  Geology  Physics
History of Science  Psychology
(specified course)  (specified courses)

Residence Requirement

Students who enter Williams as freshmen should spend a minimum of six semesters in residence at Williams. Students transferring to Williams from another institution should spend a minimum of four semesters in residence at Williams. A student is considered to be in residence if he is taking a program of study under the direction of Williams College faculty. Seniors should be in residence for both semesters of their senior year. The degree requirements must be completed within eight semesters, including any time spent as an exchange student, junior year abroad, etc.

Physical Education

Credit for four semesters of Physical Education, to be completed by the end of the sophomore year, represents one of the requirements for the degree. All freshmen and sophomores are therefore required to participate in the Physical Education Program unless excused by the Dean or the College Physician. This instructional program consists of four sections meeting two times per week in seventy-five minute periods and two sections meeting three times per week in fifty minute periods, throughout the college year. The requirement may also be met by participating in intercollegiate athletics or selected activities.
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The following is a list of basic goals of the Physical Education Program:

1. To encourage a student’s interest and understanding in establishing and maintaining a level of fitness or general well-being.

2. To achieve a level of proficiency in activities with lifetime opportunities.

3. To enhance a student’s social-recreational experiences as an undergraduate and after graduation.

4. To expose students to activities which have survival implications, such as swimming, life saving and water safety.

During the first semester, students may elect golf, tennis, swimming (beginning and advanced), archery, Outing Club, basketball, squash, beginner skating and basic hockey skills, the dance, figure skating, yoga, gymnastics, skin and scuba diving, synchronized swimming, aikido, fencing and weight training. A voluntary program of instruction is offered during the Winter Study Program with Physical Education credit given to freshmen and sophomores. The second semester offers courses in life saving and water safety, skiing, gymnastics, softball, golf, tennis, swimming (beginning and advanced), student fitness training, Outing Club, basketball, squash, beginner skating and basic hockey skills, the dance, figure skating, yoga, gymnastics, skin and scuba diving, synchronized swimming, aikido, fencing and weight training.
ACADEMIC STANDARDS
AND REGULATIONS

Registration

Registration for the fall and spring semesters and for the Winter Study Program takes place at designated periods during the academic year. Students who do not complete their registration at these times are charged the following fees:

- $25.00 for late registration and enrollment
- $25.00 for failure to register by the end of the fall or spring semesters.

Attendance

In order to give students a larger share of responsibility for their own education, Williams College does not administer a general system of required classroom attendance. The College expects students to make full use of their educational opportunities by regular class attendance and to assume the academic risks incurred by absences.

Although no formal system of class attendance will be maintained by the College, an instructor may set such standards of attendance as he or she feels are necessary for the satisfactory conduct of his course. Students who fail to meet these standards may be warned by the instructor and notice sent to the Dean that continued absence will result in their being dropped from that course. Attendance will continue to be required at announced tests and final examinations unless specifically excused. Successful completion of the physical education program will continue to be a requirement for the degree except for students excused by the Dean or the College Physician.

Grading System and Records

The following grade system is used: A, excellent; B, good; C, fair; D, passing; E, failing. These letters with plus and minus value have the following numerical equivalents in calculating grade averages:

- A+ = 12
- B+ = 9
- C+ = 6
- D+ = 3
- A = 11
- B = 8
- C = 5
- D = 2
- E = -1
- A− = 10
- B− = 7
- C− = 4
- D− = 1
Academic Standards and Regulations

The notation, "S," appears on the transcript, in lieu of a letter grade, upon satisfactory completion of a course in which conventional grading is inappropriate. In addition, a written evaluation of the student’s performance in the course becomes a part of the student’s permanent record. This alternative to conventional grading can only be initiated by the instructor and requires prior approval of the department and the Committee on Educational Policy.

A report of scholarship is sent by the Registrar to every student at the close of each semester. A permanent record of each student’s scholarship is kept, and by this record his promotion and graduation are determined.

Mid-Semester Warnings for Freshmen

In the middle of each semester, instructors report to the Registrar those Freshmen whose grades, as estimated at that time, are unsatisfactory. Official notice is sent to each such student. A notice will be sent to the parents or guardian of a Freshman who receives two or more warning grades.

Completion of Courses

Students are required to take and complete four courses each semester. Exceptions may be granted for those students who, upon petition to the Committee on Academic Standing and departmental approval at the time of registration, elect a pattern of five semester courses in the fall semester and three in the spring or three in the fall and five in the spring.

A grade of E will be assigned to any course dropped after the course change period. No course changes may be made in a student’s schedule after the second week of the semester without the approval of the Committee on Academic Standing.

A student must secure a passing grade in the classwork of a course in order to be admitted to the final examination. A course is considered completed for any semester when the student has obtained a grade as high as D minus, based on both the daily work and the final examination. If he fails to do this, he must make up the deficiency in one of these ways:

1. satisfactorily complete an extra semester course to make up the credit;
2. satisfactorily complete a summer school course, approved in advance by the Dean, at an accredited college or university;
3. in case of a first semester failure in certain courses, obtain a grade as high as C minus in the work of the second semester;
4. in the case of a failure in the first semester of senior year, pass an extra course the second semester to make up this deficiency. This does not apply,
Academic Standards and Regulations

however, to a failure in the first semester of a required major course. In this case, the senior may be dropped from college at midyear.

Deficiencies can only be made up after they have been acquired. Thus, for example, Advanced Placement credits may not be used to make up deficiencies.

If a failure occurs in the first semester of a full-year course the student may, with the consent of the instructor, continue the course. If a failure occurs in the second semester of a full-year course, credit for passing the first semester may be retained only upon the recommendation of the department concerned and with the approval of the Committee on Academic Standing.

Winter Study Project

Students must take and pass a Winter Study Project in each of their four years unless excused by the Committee on Academic Standing. A student who fails his Winter Study Project will be required by the Committee on Academic Standing to make up the deficiency in a manner determined by the Committee, usually by passing a summer school course approved by the Dean. Students who fail through gross neglect of work will normally be required to resign.

Pass-Fail Option

A student may register for a fifth course, only on a pass-fail basis, which must be specified at the time of registration. By the sixth week, the student must decide whether to continue the course, and if so, on a pass-fail or a regularly graded basis. Only a regularly graded course may be used as one of the thirty-two semester courses required to complete the degree, or to fulfill a division requirement or to make up a deficiency. There is no charge for a fifth course.

Credits Earned Elsewhere

A student who wishes to enroll in another institution and to transfer his credits to Williams should consult with the Dean and with the appropriate departmental chairman. Applications for study abroad or for participation in formal exchange programs require the approval of the chairman of the student’s major department, the Dean, and the Committee on Academic Standing.

Admission to Final Examinations

A student who does not have a passing grade in a course at the end of class meetings may not take the final examination and will be given a grade of E deficiency for the course.
If a student has not completed, on the last day of classes, all work necessary for a passing grade, he must apply to the Dean for an extension of time. Otherwise he will not be permitted to take the final examination. No extensions will be granted beyond the time of the final examination, except in cases of serious illness.

**Completion of Courses without Examinations and Winter Study Projects**

In courses without examinations all written work must be submitted by the last day of classes for that semester. Extensions may be granted only by the Dean. No extensions will be granted beyond the end of the examination period except in cases of serious illness. Winter Study Projects must be submitted by the last day of the Winter Study Program. Projects will be accepted after this date only with the permission of the Dean.

**Eligibility for and Completion of Majors**

To be eligible for any major, a student must have received grades of C minus or better in each course taken in the freshman and sophomore years which is required in the major, and a Pass on any Winter Study Project he may have taken in that department.

In addition to passing of each major course and of a major Winter Study Project, where required, the student must maintain an average in major courses of 4.0 or higher. Seniors who have an average of less than 4.0 in the major field will normally not be allowed to continue. A senior who receives a grade of E in the first semester of a required major course in his senior year may be dropped from College at midyear. Each student must also satisfactorily complete a major exercise set by his department. The major grade is determined by combining the grades of all major courses, and, a single grade from the senior major course and the major exercise. The latter counts for one fifth of the total.

A student who falls below these standards may continue in the major only with the approval of the Committee on Academic Standing and the recommendation of the department.

**Eligibility for Extracurricular Activities**

A student is eligible to represent the College in any athletic, dramatic, literary, musical, or other organization as a member, substitute, or officer unless:

1. he is on Probation for disciplinary reasons;
2. he is made ineligible by vote of the Committee on Academic Standing because of a dangerously low record.
All competitors for college organizations are subject to the same eligibility rules as officers or other members of these organizations.

Withdrawal from College

A student wishing to leave College should discuss his plans with the Dean before departure and submit a letter requesting permission to withdraw. All College bills must be paid to the Business Office before withdrawal can be approved.

No student may voluntarily withdraw from college in good academic standing after the sixth week of each semester. After that date, a student is expected to complete the work of the semester, and grades will be recorded for each course in which he is enrolled.

Students who withdraw in good standing are readmitted with the approval of the Dean.

Separation for Low Scholarship

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

For Freshmen:

Three passing grades including two grades of C minus or better in each semester
Six passing grades including four grades of C minus or better for the year
Pass on the Winter Study Project

For Upperclassmen:

Three grades of C minus or better each semester
Six passing grades including five grades of C minus or better for the year
Pass on the Winter Study Project

Students whose records fail to meet these minimum academic requirements or whose records otherwise fail to show adequate progress (including the accumulation of three deficiencies) will normally be placed on academic probation or required to resign.

Students who are required to resign from the College for academic reasons are not permitted to return for at least one year from the date of their resignation.
Academic Standards and Regulations

Dean's List

All students who have attained a semester average of 8.00 or higher in a
four course program in the preceding semester, are elected to the Dean's
List.

Awarding of Degrees

To be eligible for the Bachelor of Arts degree a student must pass 32
semester courses with grades of C minus or higher in at least 19 of those se­
mester courses, pass four Winter Study Projects (unless excused from one
by the Committee on Academic Standing), attain a major grade of C minus,
and complete four semesters of physical education.

By vote of the Trustees, the degree of Bachelor of Arts is conferred at
Commencement upon students who have completed the requirements as to
courses and grades to the satisfaction of the faculty, have paid to the Busi­
ness Office all college dues and other college charges, and have returned all
books belonging to the library.

Graduation with Distinction

The faculty will recommend to the trustees that the degree of Bachelor of
Arts with certain distinctions be conferred upon those members of the grad­
uating class who have met the following standards.

Students who have passed all required Winter Study Projects and have
obtained a four year grade average of:
8.00 to 9.24 — Bachelor of Arts cum laude.
9.25 to 10.24 — Bachelor of Arts magna cum laude.
10.25 or higher — Bachelor of Arts summa cum laude.
For requirements for the degree with honors or highest honors, see p. 76.
HONOR SYSTEM

All examinations at Williams are conducted under an honor system, established in 1896 and revised, which expresses confidence in the fundamental integrity of each student.

The presence of proctors in the examination room is dispensed with, and each student is placed on his honor. He is free during examinations to move about, to speak to his companions, and to leave the room at any time, provided that he does not disturb others.

All cases of alleged infraction are dealt with by the Honor Code Committee. This committee has the power to decide on the question of guilt and to recommend the penalty to the Dean.

Statement of Academic Honesty

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

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

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

A quorum of three-quarters shall be required for the Committee to meet. A vote of guilty by at least three-quarters of those present is necessary for conviction. A recommendation for dismissal must be made by unanimous vote of those present, and shall be carried out only with the assent of the President of the College.
Honor System

The Committee is responsible for informing the student body of the meaning and implications of this statement. The aforementioned faculty committee shall be responsible for informing faculty members of the meaning and implications of this statement.

Any amendments to this statement must be made through a student referendum in which two-thirds of the student body votes, and in which two-thirds of those voting vote for the amendment. These alterations must be ratified by the faculty.

Careful observance of the following standards of literary honesty is required:

(a) A direct quotation must always be identified by quotation marks or by indenting and single-spacing or by reduced type-size of the quoted material. A note must be used to show the exact source. (A quoted passage may range from a single word — if it is a peculiarly pertinent one — to a phrase, sentence, paragraph or series of paragraphs.)

(b) A paraphrase of the work of another must be acknowledged as such by a note stating the source.

(c) Indebtedness to the specific ideas of others, or the summarizing of several pages, even though expressed in different words, must be acknowledged by a note specifying the source.
Master of Arts in Development Economics

The Center for Development Economics was established at Williams College in 1959 by a grant from the Ford Foundation. The degree of Master of Arts in Development Economics is awarded on the satisfactory completion of one year of graduate work at the Center. To be considered for admission, a candidate must be a national of a country which is not yet economically advanced, have a B.A. or B.Sc. degree in Economics of a quality which demonstrates superior performance, have at least two years of professional experience in a position calling for economic analysis and decision making, be in good health, and have a good command of English, both spoken and written. Preference is given to applicants between the ages of 25 and 33. There must also be a reasonable assurance that on the student’s return to his own country, he will be employed in a post which will enable him to put to effective use his training in development economics.

The Center offers four courses in the Fall, a Winter Study program in January, and two courses plus a double-credit research seminar in the Spring. The content of each course has to do with some aspect of the economic development of today’s low-income countries. Primary emphasis is placed on the application of tools, concepts, and case studies rather than on abstract theoretical systems.

Seniors majoring in economics or political economy who have a special interest in economic development or in a particular area of the world may, with the consent of the Chairman of the Center, satisfy some of their degree requirements by taking courses at the Center.

All communications relative to the degree of Master of Arts in Development Economics should be addressed to the Director of Admissions, Center for Development Economics, Williams College, Williamstown, Massachusetts 01267.

Master of Arts in the History of Art

In cooperation with the Sterling and Francine Clark Art Institute, Williams College offers a two-year course of study leading to the degree of Mas-
Graduate Programs

ter of Arts in the history of art. The objective of the program is to offer a thorough professional preparation for careers in teaching and museums to a small number of students and to enable them to pursue further research, whether independently or at other institutions offering higher degrees. The curriculum consists of seminars in art-historical subjects and an intensive study of foreign languages in the context of the general literature of art. Problems of criticism, connoisseurship and conservation arising from the study of original works of art are fundamental to the program and opportunities are provided for practical experience in museum work at the Clark Institute and the Williams College Museum. The study of primary materials is further extended by field trips to other collections. The degree is normally awarded after two years of resident graduate study. To earn the degree a candidate must take eight graduate seminars (usually two in each semester). In special circumstances credit may be given for graduate work satisfactorily completed elsewhere. A demonstration of proficiency in reading two foreign languages, usually German and French or Italian, is required. In addition to all course work the candidate must pass a comprehensive oral and written examination by the end of the second year. The examination will test the candidate's knowledge of the particular fields he has studied in the graduate program and his ability to integrate this knowledge into the larger context of art history. To enter the program a successful applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution.

For further information, write: The Director, Graduate Program in the History of Art, Box 8, Williamstown, Massachusetts 01267, or telephone: (413) 458-8109.

Other Master of Arts Programs

Normally other graduate work leading to the degree of Master of Arts is offered only in Biology and Physics. The degree of Master of Arts is awarded for not less than one year of resident graduate study to a holder of the Bachelor's degree from an accredited institution who satisfactorily completes the requirements. Two years are usually required to complete the program because the candidate, in addition to satisfying course, thesis, general examination, and language requirements, must participate in practice teaching, or research, or a combination of the two. Candidacy is open only to graduate teaching and research assistants, each one of whom receives a stipend and has his tuition and fees remitted.

For detailed information concerning admission to candidacy and the requirements for the degree, write to the Chairman of the Committee on Graduate Study, Williams College, Williamstown, Massachusetts 01267.
Course Numbering System

Courses in the 100 series are open regularly to qualified members of all classes.

Courses in the 200 series are open regularly only to qualified sophomores, juniors and seniors.

Courses in the 300 series are open regularly only to qualified juniors and seniors.

Courses in the 400 series are open regularly only to qualified seniors and graduate students.

Courses in the 500 series are open regularly only to graduate students.

Within a given series, numbers do not indicate the relative level of courses.

Courses designated by a single number are semester courses.

Odd numbers (or even numbers followed by an F) designate courses offered during the first semester. Even numbers (or odd numbers followed by an S) designate courses offered during the second semester.

Year courses are designated by an odd number and an even number joined by a hyphen; the work of the two semesters constitutes an integral, indivisible course.

Order of Course Election

The order in which courses may be elected is determined by the prerequisites stated under the course description. The classes to which courses are regularly open are indicated by the course number. Exceptions to the order indicated may be made for students of high scholastic ability on petition to the Committee on Academic Standing.

Sequence Courses

This term, found in the description of major programs, refers to the courses taken in a sequence prescribed by the major and culminating in the senior major course.
Courses of Instruction

Parallel Courses

This term, found in the description of major programs, refers to the courses prescribed by the major program in addition to the sequence courses. A choice among possible alternatives is offered in many major programs.

Any course in which registration is deemed insufficient may be withdrawn at the beginning of either semester without previous notice.

Courses enclosed in brackets will not be offered 1975-76.

Registration Reminders:

1. Freshmen may take no more than one course in a department each semester.
2. Sophomores may not take 3 courses in one department in one semester and must submit a petition to the CAS with their registration to take two courses in one department in one semester.
3. Double majors must submit a petition to the CAS with their registration for approval to undertake two majors.
4. Independent study – a petition to the CAS must be submitted with the spring registration, but in no event later than the end of the semester preceding the semester in which the independent study is to be taken.
5. Unless otherwise stated in course descriptions or departmental notes students may not register for courses for which they are not qualified as outlined in the Course Numbering System on the preceding page.
6. Petition forms for any of the above requests may be obtained from the Registrar's Office.
7. Do not register for courses by descriptive title. Please indicate courses by department and number.

Scheduling of Class Hours

Except as otherwise noted, courses meet three times each week in fifty-minute periods, or twice a week in seventy-five-minute periods as follows:

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<tr>
<th>Fifty-minute periods</th>
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<td>Z</td>
<td>3:00 p.m. W only</td>
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AFRO-AMERICAN STUDIES

The aim of the Program of Afro-American Studies is to make it possible for students to consolidate some of their course elections in the social sciences and humanities in such a way as to focus in a coherent fashion on the history and culture of Africans and their descendants in America.

All students enrolled in the Afro-American Studies Program are expected to complete the following course requirements:

Introductory courses

Students are required to take two of the following:
- English 206 Afro-American Writing Since 1900
- History 223 Afro-American History through the Civil War
- History 208 History of Tropical Africa
- Sociology 305 The Black American: A Sociological Perspective

In addition, students majoring in Divisions I and II (generally the humanities and the social sciences) are required to take one of the following courses:
- Chemistry 200 The Environment and the Physical Sciences
- Geology 205/Physics 220F Energy and the Environment (Not offered 1975-76; to be offered 1976-77.)
- Biology 201 Environmental Biology
- Geology 190 (formerly 200) Environmental Geology

Students majoring in Division III (Sciences and Mathematics) are required to take the following:
- Sociology 305 The Black American: A Sociological Perspective

Sequence courses

Students enrolled in the Program are required to take two advanced courses, of which no two can be in the same area, e.g., History. In the special case of a student majoring in Division III, the upper-level course taken to fulfill the inter-divisional requirement (see introductory courses) may be used as one of the two Advanced Courses, provided that the student takes one of the elective courses recommended by the Afro-American Studies Committee in order to complete the five-course requirement of the Program.

- Anthropology 203 Cultures of Africa (Not offered 1975-76; to be offered 1976-77.)
- History 321 History of West Africa
- History 329 Africa and the Black Diaspora (Not offered 1975-76.)
- Economics 336 Economic Development in Africa (Not offered 1975-76.)
- Sociology 206 Comparative Race and Ethnic Relations (Not offered 1975-76; to be offered 1976-77.)

Winter Study – Independent Study

Students enrolled in the Program are required to take one Winter Study or Independent Study project approved by the Afro-American Studies Committee.
Afro-American Studies, American Civilization

Recommended Elective Courses

Art 286F  African Art
Economics 214F  Economics of Poverty
Economics 216  Urban and Regional Economics
Economics 363S  Studies in Poverty and Urban Problems
Political Science 335S  Urban Life and Politics
Political Science 340  Environmental Law (Offered 1975-76; not to be offered 1976-77.)

Courses not taken as core requirements may also be considered as recommended electives.

AMERICAN CIVILIZATION (Div. II)

Chairman, Professor Frederick Rudolph*
Acting Chairman, Professor R. F. Dalzell**

Advisory Committee: Professor Rudolph,* Professor Dalzell,** Associate Professor M. Bell, Assistant Professor Stage.

MAJOR PROGRAM

The major in American Civilization provides students with the opportunity to develop their understanding of American culture systematically and in depth. A wide variety of courses in a number of different departments may be taken for credit in the major. The junior and senior sequence courses provide a series of concentrated explorations and perspectives; these courses are designed to encourage an integrated comprehension of the American experience.

Normally students entering the major should have taken during the freshman and sophomore years two terms of American history or two of American literature or one term of each. (Courses fulfilling this requirement can be found below, listed under Electives, in groups A and B.) In addition to these and the junior and senior sequence courses, majors will choose a minimum of five electives for a total of eleven courses in the major. Students may substitute Advanced Placement credit for the prerequisites for the major.

Students may develop a program of electives around a particular theme or interest (the city, the arts, ethnic groups, for example). To accommodate such a course of study, (1) exceptions will be made in the distribution requirements given below and (2) appropriate independent study may, where possible, be substituted. In these cases a detailed written proposal should be submitted to the chairman for approval.

As a rule, a student’s choice of courses to satisfy the freshman-sophomore requirement and his choice of electives during the junior and senior years should be determined by the following general guidelines for the major as a whole: 1) at least two courses should be taken from group A below, one dealing primarily with the period before 1900; 2) at least two from group B, one dealing primarily with the period before 1900; 3) at least one course each from groups C and D.

*On leave first semester 1975-76
** First Semester, 1975-76
Prerequisite courses

Freshman and sophomore years: any two semester courses in American history (chosen from group A below); or any two semester courses in American literature (chosen from group B below); or any one semester course in American history plus any one in American literature.

Sequence Courses

American Civilization 301
American Civilization 302a or 302b or 302c. (If more than one of these is taken, the additional course may be used to satisfy the appropriate elective requirement in the major.)
American Civilization 401, 402

Elective courses

Five courses chosen from electives listed below, with regard for general distribution guidelines.

A. History 210 Colonial America: 1607-1760 (Not offered 1975-76; to be offered 1976-77.)
History 211S The New American Nation: Politics and Culture from Revolution through the Civil War
History 213 America as an Emerging Industrial and World Power: Reconstruction to the Peace of Versailles
History 214 Modern America: 1920 to the Present
History 223 Afro-American History through the Civil War
History 224 Afro-American History: Reconstruction to Present
History 315 American Social Thought and Action, 1607-1876
History 316 American Social Thought and Action, 1876-Present
History 317 American Character and Culture (Not offered 1975-76.)
History 318 Sectionalism and the Coming of the American Civil War
History 319S Education in the United States (Offered 1975-76; not to be offered 1976-77.)
History 333 The Diplomacy of the United States as a Lesser Power, 1775-1900 (Offered 1975-76; not to be offered 1976-77.)
History 334 The Diplomacy of the United States as a World Power, 1900 to the Present (Offered 1975-76; not to be offered 1976-77.)
History 340 The American Woman (Not offered 1975-76.)
History 342 From Populism to Progressivism in America (Offered 1975-76; not to be offered 1976-77.)
History 345 Man and Nature in America (Not offered 1975-76.)
History 349 Post War America, 1945 to the Present
History 351 Europe and America in World War I (Not offered 1975-76.)
American Civilization

History 353  The 1920’s in America: A Re-examination (Offered 1975-76; not to be offered 1976-77.)
History 356  Studies in the History of American Education (Not offered 1975-76.)
History 357  The Diplomacy of the Cold War, 1945-1963 (Not offered 1975-76.)
History 358  The Genteel Female: Women in Nineteenth Century America (Offered 1975-76; not to be offered 1976-77.)
History 365  Era of the American Revolution (Not offered 1975-76.)
History 370  The City in the Americas
History 371  The American Response to China in the Twentieth Century (Offered 1975-76; not to be offered 1976-77.)
History 372  The New Deal in Depression and War, 1933-1945
History 378  The Progressive Era (Not offered 1975-76.)
B. English 203  The Nature of Literary Form
English 206  Afro-American Writing since 1900
English 207  Literature of the American Renaissance
English 208  American Literature, 1870-1930
English 214  The Modern Novel in English
English 344  “Evolution” and “The Unconscious” in Nineteenth Century Literature (Not offered 1975-76.)
English 354  American and English Poetry, 1945-1975
English 361  Topics in Afro-American Literary Studies (Not offered 1975-76; to be offered 1976-77.)
C. Art 201  American Landscape History
Art 261  American Art before 1820 (Offered 1975-76; not to be offered 1976-77.)
Art 262  American Art since 1800
Art 272  Twentieth Century Architecture
Art 304  American Transport History
Art 318  Environmental Planning and Design
Art 375S  Architecture since 1945
Art 478  Art since 1945
History of Science 204  History of Science and Technology in America
History of Science 206  Scientific Origins of the Modern World View
History of Science 303  The Role of Science in Advanced Industrial Societies
Music 104F  American Music
D. Anthropology 207  North American Indians (Offered 1975-76; not to be offered 1976-77.)
Anthropology 210  Anthropology of Complex Societies (Not offered 1975-76; to be offered 1976-77.)
Economics 214F  Economics of Poverty
Economics 216  Urban and Regional Economics
Economics 217  Economics of the Environment
Economics 219S  Economic Development of the United States (Not offered 1975-76.)
American Civilization

Economics 320 Economic Decisions for Individuals (*Not offered 1975-76.*)
Economics 363S Studies in Poverty and Urban Problems
Economics 366 Studies in Environmental Economics (*Not offered 1975-76; to be offered 1976-77.*)
Economics 373S Economics of Education (*Not offered 1975-76; to be offered 1976-77.*)

Environmental Studies 341 Land Use Controls
Environmental Studies 350 Perspectives on Environmental Analysis
Environmental Studies 360 New England Landscape (*Not offered 1975-76; to be offered 1976-77.*)

Environmental Studies 371, 372 Independent Study of Regional Problems
Political Science 211S The American Judicial System (*Not offered 1975-76; to be offered 1976-77.*)
Political Science 215 American Parties and Politics (*Not offered 1975-76; to be offered 1976-77.*)
Political Science 216 Presidential Leadership and the Legislative Process (*Not offered 1975-76; to be offered 1976-77.*)
Political Science 218 The Legislative Process (*Not offered 1975-76; to be offered 1976-77.*)
Political Science 306 American Legal Philosophy (*Not offered 1975-76; to be offered 1976-77.*)
Political Science 318F Civil Liberties in the United States (Offered 1975-76; not to be offered 1976-77.)
Political Science 335S Urban Life and Politics (Offered 1975-76; not to be offered 1976-77.)
Political Science 340 Environmental Law (Offered 1975-76; not to be offered 1976-77.)
Political Science 351S American National Security Policy (Offered 1975-76; not to be offered 1976-77.)
Political Science 372 Criminal Justice in America (*Not offered 1975-76; to be offered 1976-77.*)
Psychology 243 Social Influence
Psychology 331 Personality and Problems in Childhood (*Not offered 1975-76; to be offered 1976-77.*)
Psychology 332 Identity-Seeking in the College Years
Religion 211 American Religious Studies
Sociology 201 Conflict, Crisis, and Change in Western Social Thought
Sociology 204 American Society in Comparative Perspective
Sociology 206 Comparative Race and Ethnic Relations (*Not offered 1975-76; to be offered 1976-77.*)
Sociology 209 Sociology of Deviance
Sociology 216 (formerly 202) Sociology of the Community
Sociology 218 Sociology of Sex Roles
Sociology 305 The Black American: A Sociological Perspective
American Civilization

FRESHMEN AND SOPHOMORES

The 300 level American Civilization sequence courses, while designed for junior majors, are open as electives to students who can fulfill the prerequisites or who offer Advanced Placement credit in American History. As a rule, openings in these courses for underclassmen are limited to freshmen with Advanced Placement scores of 4 or 5 and to sophomores registered as provisional majors.

JUNIOR AND SENIOR NON-MAJORS

The 300 level American Civilization sequence courses, while designed for junior majors, are open as electives to junior and senior non-majors. The 400 level courses are open to non-majors only by permission of the instructor.

THE DEGREE WITH HONORS IN AMERICAN CIVILIZATION

Normally a student wishing to present himself as a candidate for the degree with honors in American Civilization will have undertaken an original project culminating in the preparation of a senior essay (American Civilization 451-452), although the project may take some other artistic form (photography, film, fiction, drawing, etc). However, alternate routes to candidacy are possible, and interested students are encouraged to develop the necessary proposals for candidacy in consultation with the faculty. In all cases, including the senior project, evaluations of student performance will be based particularly on the quality of imagination and degree of commitment shown.

Students undertaking senior projects are required to take only three electives in the major, each from a different category. For other honors candidates, course distribution within the major will be determined on an individual basis.

American Civilization sequence courses

301 American Lives

Analysis of selected autobiographical works, including novels, poetry, and drama, as well as personal memoirs. The course aims to develop the student’s ability both to read imaginatively and to interpret certain recurring themes in the American experience. Among the authors to be considered: William Bradford, Benjamin Franklin, Frederick Douglass, Mary Chesnut, Lucy Larcom, Andrew Carnegie, Henry Adams, Jane Addams, Richard Wright, James Agee, and Richard Nixon.

Junior course. Prerequisite, two semesters of American History or two terms of American Literature or one semester of each. Open also to sophomores with permission of the instructor.

Hours M, N, T

DALZELL, M. BELL, STAGE

- 102 -
American Civilization

302 Social Change in America: A Case Study

A multi-disciplinary investigation of a single topic in American social history. For 1975-76 students may choose one of the following topics:

a. Crime in America

Colonial period to the present. The course will explore the pressures and ambiguities of American life as revealed in the development of different definitions of crime, changing socio-economic patterns of criminal behavior, and attitudes and strategies of police and correctional authorities.

Junior course. Prerequisite, American Civilization 301 or permission of the instructor. Open also to sophomores with permission of the instructor.

Hour R

b. Literary Vocation and Social Identity in America

Colonial period to the present. The course will approach imaginative writers as constituting a sub-culture in American society - a group of “elite deviants,” torn between the values of their calling and the mores of the dominant culture. Particular attention will be paid to the changing psychological implications of the literary vocation in America, and to the efforts of writers to make their anomalous status the basis of actual artist-communities. Works of literature will constitute the principal materials for study, but readings will also be drawn from letters, memoirs and biographies, as well as from works of psychology, sociology, and intellectual and literary history. Authors to be read will include Irving, Twain, Sherwood Anderson, Mailer, and writers associated with the Black Mountain School.

Junior course. Prerequisite, American Civilization 301 or permission of the instructor. Open also to sophomores with permission of the instructor.

Hour N

c. Colloquium for Independent Study

A course offered for majors wishing to pursue individual projects. A limited number of meetings during the semester will give students working in related areas the opportunity to exchange ideas and information. Open only to majors.

Junior course.

Hour Arr.

401 Profile of an Era

The object of the course will be to isolate and examine the components of the American experience as a whole during a particular time period. For 1975-76 the period to be considered will be 1950-1960.

Senior course.

Hour R

RUDOLPH, DALZELL, M. BELL, STAGE

STAGE, DALZELL

- 103 -
American Civilization

402 Studies in Contemporary America

An exploration of two or three current developments in American culture. The course is designed to give students the opportunity to test methods and insights previously developed in the major by applying them to the present.

Senior course.
Hours TU Tu., W

451-452 Senior Project in American Civilization

Staff and others

Rudolph
AN TH RO PO LO G Y (Div. II)

DEPARTMENTAL STAFF FOR 1975-76

Acting Chairman, Assistant Professor R. M. Solzbacher-Rouse

Assistant Professors: Mazzarelli, Solzbacher-Rouse.

An Anthropology major is not offered. Students who intend to go on to graduate work in Anthropology should, in consultation with the Anthropology Department, select a major in a department whose offerings are the most relevant to the particular field of Anthropology in which he is interested while taking elective courses in Anthropology and other fields. Examples are; General Cultural and Social Anthropology, a major in Psychology, Economics, American Civilization, Political Science, Religion or History, with electives in Art, Mathematics and Sociology; Physical Anthropology, a major in Biology, with elective courses in Geology and Chemistry.

101, 101S Introduction to Cultural-Social Anthropology

A comparison of similarities and variations in major institutional adaptations of Western and Nonwestern societies. The ecological adaptations, family and kinship systems, economic and political institutions, aesthetics, ritual systems and world view of selected societies are treated in depth.

Freshman and sophomore course.

Hour 101: D, E
101S: L, M

Solzbacher-Rouse Mazzarelli

102 Human Evolution

An introduction to paleontology and archeology through a study of the interplay between man’s biological and cultural evolution. Topics stressed are the significance of primate behavior studies; the interrelation of tool and brain development; the importance of the evolution of speech; the implications of successive ecological adaptations of man as a hunter, farmer and urban resident for culture change and modifications of the environment.

Freshman and sophomore course. No prerequisite.

Hour B

Solzbacher-Rouse

[203 Cultures of Africa (Not offered 1975-76; to be offered 1976-77.)

A study of modern Subsaharan Africa in the context of traditional systems of kinship, subsistence, power and ritual. Topics covered include tribalism, contemporary micropolitics, race relations, witchcraft, religion and negritude.

Sophomore and junior course. Prerequisite, Anthropology 101 or permission of the instructor.

Hour

Solzbacher-Rouse]
Anthropology

205 Primate Biology and Behavior (Same as Biology 205)
(See under Biology for full description)

207 North American Indians (Offered 1975-76; not to be offered 1976-77.)
A comparative study of pre- and post-contact Indian cultures. Variations in ecological adaptations, social organization, political organization, ritual and world view of the Kwakiutl, Hopi, Sioux, Iroquois and Navaho are treated in depth. Special attention is given differential reactions to European contact.
Prerequisite, Anthropology 101 or permission of the instructor.

Hour S

[208] Cultures of South America (Not offered 1975-76; to be offered 1976-77.)
A comparative survey of the contemporary native peoples of South America. The cultures of tropical forest and Andean peoples are examined as to culture history, socio-economic organization and ecological setting.
Prerequisite, Anthropology 101 or permission of the instructor.

Hour[208] Mazzarelli]

209 Human Ecology
The relationship between man and his environment. Comparisons made between peoples with varying forms of socio-economic organization and technology and the environments which they occupy and utilize. Special emphasis is placed on traditional adaptive strategies. Examples are included from archaeology as well as contemporary societies.
No prerequisite.
Hour M

[210] Anthropology of Complex Societies (Not offered 1975-76; to be offered 1976-77.)
Anthropological concepts and methods are applied to the study of a complex society, the United States. To be studied in depth this year are anthropological studies of (1) the American Indian today as an ethnic group, (2) the teenage gang as an age based group, (3) a religious sect, and (4) a New England Community.
Prerequisite, Anthropology 101 or permission of the instructor.

Hour[210] Solzbacher-Rouse]

[211] The Maya and Their Neighbors (Not offered 1975-76; to be offered 1976-77.)
A study of Maya culture as found in Meso-America. The course has three foci; Meso-American culture history and the development of the Maya and other Meso-American cultures; contemporary Maya culture with an emphasis on the traditional society undergoing change; and a comparative survey of neighboring peoples within Meso-America.
Prerequisite, Anthropology 101 or permission of the instructor.

Hour[211] Mazzarelli]
312 **Comparative Urbanization** (Offered 1975-76; not to be offered 1976-77.)

Cross cultural analysis of demographic, structural and psychological dimensions of urban growth and development will be made through examination of a selected case study from India, Africa, Japan and Latin America.

Prerequisite, Anthropology 101 or permission of the instructor.

*Hour R Solzbacher-Rouse*

313 **General Cultural Anthropology** (Offered 1975-76; not to be offered 1976-77.)

A seminar on some major approaches taken by Anthropologists in the study of human society. These approaches are considered within the context of their development in Anthropology as well as their current status in the discipline.

Sophomore and junior course. Prerequisite, Anthropology 101.

*Hour U Mazzarelli*

314 **Peasant Society** (Offered 1975-76; not to be offered 1976-77.)

A comparative survey of peasant societies in Latin America, Western and Eastern Europe and Asia. Representative studies will be discussed to illustrate major theoretical approaches to the interpretation of traditional and modernizing peasantry.

Prerequisite, Anthropology 101 or permission of the instructor.

*Hour U Mazzarelli*

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**AREA STUDIES**

*Chairman, Professor Peter Frost*

The Area Studies Program is designed to study the peoples and cultures of the non-Western world. Students may take any individual course for which they qualify, or complete the program by taking four courses from at least three different departments. The courses must focus on one of the four geographic areas listed below, but one may be a "Concepts Course" and one a WSP.

Students wishing to undertake a concentration in Area Studies should register for such a program by submitting to the Area Studies Chairman and to the department in which they intend to major a suitable plan of course electives for the remainder of their college years. The particulars of each program will be worked out individually, but students should note that several departments allow Area Studies courses taken in other departments to be counted as part of the minimum number of courses required for a major.

Fulfillment of the requirements for an Area Studies concentration will be recorded on the student’s transcript.
Area Studies

CONCEPTS COURSES

One, but no more than one, of the courses listed under this heading may be used to fulfill part of any Area Studies Program.

*Anthropology 312* Comparative Urbanization (Offered 1975-76; not to be offered 1976-77.)
*Anthropology 314* Peasant Society (Offered 1975-76; not to be offered 1976-77.)
*Economics 204* Economic Development
*Economics 311* Imperialism
*Political Science 220* Modernization (Offered 1975-76; not to be offered 1976-77.)

LATIN AMERICA

*Anthropology 208* Cultures of South America (Not offered 1975-76; to be offered 1976-77.)
*Anthropology 211* The Maya and Their Neighbors (Not offered 1975-76; to be offered 1976-77.)
*Economics 330F* Economic Development of Latin America (Not offered 1975-76; to be offered 1976-77.)
*History 220* (formerly 214) Latin American Civilization
*History 311* Revolution in Latin America (Not offered 1975-76.)
*History 331* Argentina and Chile in the Modern Era (Offered 1975-76; not to be offered 1976-77.)
*History 370* The City in the Americas
*Spanish 103-104* Intermediate Spanish
*Spanish 112* Hispanic Civilization: Latin America Conducted in Spanish. (Not offered 1975-76; to be offered 1976-77.)
*Spanish 203* Introduction to Spanish American Literature Conducted in Spanish. (Offered 1975-76; not to be offered 1976-77.)
*Spanish 204* Modern Spanish American Literature Conducted in Spanish. (Offered 1975-76; not to be offered 1976-77.)
*Spanish 205* Latin American Literature in Translation (Not offered 1975-76; to be offered 1976-77.)

AFRICA AND THE MIDDLE EAST

*Anthropology 203* Cultures of Africa (Not offered 1975-76; to be offered 1976-77.)
*Art 286F* African Art
*Art 386* Persian Painting (Not offered 1975-76; to be offered 1976-77.)
*Economics 336* Economic Development in Africa (Not offered 1975-76.)
*English 362* Contemporary African Literature
*History 208* History of Tropical Africa
*History 321* History of West Africa
*History 329* Africa and the Black Diaspora (Not offered 1975-76.)
*Political Science 227* Israel and the Arabs; Dilemmas of Middle Eastern Politics (Not offered 1975-76; to be offered 1976-77.)
RUSSIA AND EASTERN EUROPE

Economics 338F  The Soviet Economy (Not offered 1975-76; to be offered 1976-77.)
History 337S  Modern Russia
History 338  Russian History, 1801 to Present (Not offered 1975-76; to be offered 1976-77.)
History 363  Stalin and Stalinism (Not offered 1975-76; to be offered 1976-77.)
History 373  Russia and Europe in the Eighteenth Century (Not offered 1975-76.)
Political Science 223S  Soviet Government and Problems of Political Change in Communist Systems (Offered 1975-76; not to be offered 1976-77.)
Russian 105  Advanced Russian
Russian 106  Advanced Russian
Russian 201  Prose Forms in the Nineteenth Century
Russian 202  Prose Forms in the Twentieth Century
Russian 204  The Soul of Russia  Conducted in English (Not offered 1975-76; to be offered 1976-77.)
Russian 206  Dissident Voices in Soviet Literature  Conducted in English.
Russian 301  Introduction to Russian Classics in Translation
Russian 302  Introduction to Soviet Literature in Translation (Not offered 1975-76.)
Russian 303  Tolstoy in Translation

SOUTH AND EAST ASIA

Art 281  The Arts of India
Art 282  The Painting of India (Offered 1975-76; not to be offered 1976-77.)
Art 284  The Arts of China
Art 285  Europe and the Arts of Asia (Offered 1975-76; not to be offered 1976-77.)
Art 288F/Religion 205 (formerly 206)  Classic Statements of the Asian Tradition
Economics 334  Economic Development in Southeast Asia (Not offered 1975-76.)
History 201  Chinese Civilization (Not offered 1975-76.)
History 203  Japanese Civilization (Offered 1975-76; not to be offered 1976-77.)
History 322 (formerly 362)  Modern Japan
History 330  Mao and Chinese Communism
Political Science 224  The Far East (Offered 1975-76; not to be offered 1976-77.)
Religion 207  The Hindu Tradition
Religion 208  Buddhism in India and Southeast Asia
Religion 316  Trends in Indian Religious Traditions
**ART (Div. I)**

**Departmental Staff for 1975-76**

*Chairman, Professor W. S. Stoddard*


**MAJOR PROGRAM**

Two routes are offered, the emphasis of the first being on the history of art, and the second on creative work in studio.

**Art History Route**

*Sequence courses*
- Art 101-102 Introduction to the History of Art
- Art 301 Fundamentals of Art History
- One Senior Seminar

*Parallel courses*
- Any five additional semester courses of art history of which at least two must be concerned with art prior to 1800.

**Winter Study Program**

One course in Basic Studio or the equivalent as agreed to by the department.

**Art Studio Route**

*Sequence courses*
- Art 101-102 Introduction to the History of Art
- Art 211 Drawing and Three Dimensional Design
- Art 212 Drawing and Two Dimensional Design
- Any two 300 level courses in painting, sculpture, or printmaking in two different media
- Art 411-412 Studio Seminar or Art 413-414 Advanced Studio Architecture

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*On sabbatical leave second semester 1975-76
**Second semester 1975-76
***First semester 1975-76
****On leave 1975-76
Parallel courses

Any three semesters of Art History in the 200, 300 or 400 levels of which at least one must be concerned with art prior to 1800.

For both routes the major is conceived as a close relationship between the history of art and creative design.

Art History Route: Art 101-102 begins with a series of critical studies of original works (architecture, sculpture and painting) in order to emphasize careful observation and response to the artist’s use of visual forms. The historical courses, including most of Art 101-102, present the chief artistic achievements from ancient times to the present. Architecture, sculpture, painting and related arts are discussed, sometimes concurrently to explore their connections with one another in a given social context, sometimes individually to provide an intensive training in the special problems of each art. The critical approach of the first course is maintained throughout, especially by assigned study of original works in the Williams College Museum of Art and the Clark Art Institute.

The student’s understanding is further developed by a required Winter Study Course in studio (or equivalent such as Art 211 or 212 Drawing and Three or Two Dimensional Design) in which no creative ability or prior experience is assumed. Learning by doing is considered to be vital training in what is essentially a visual rather than a verbal experience.

Students intending to major in Art History are encouraged to become proficient in French or German.

Art Studio Route: The studio route of the Art major has been designed 1) to develop a critical understanding of both the process and function of art making in Western culture, with emphasis on the contemporary situation, 2) to develop and support the creative talents and artistic capacities of especially gifted students, and 3) to develop the student’s imagination, intuition, and perception through practical problems within a limited variety of materials and techniques.

Actual studio work begins with the sophomore year courses, Art 211 and Art 212, which serve as an introduction to basic design principles and contemporary methodology and critical analysis. A limited number of freshmen with a demonstrable interest or ability in art may petition to enter Art 211 and 212, but generally it is strongly suggested that students interested in the studio major either audit or take for credit Art 101-102 in their freshman year. The 300 level courses offer the student a range of specific opportunities to develop individual interests, but there is a continuing strong emphasis on self awareness and rigorous critical analysis. The Art Studio route culminates with Art 411-412, in which individual students work closely with members of the department on year-long individual projects. Studio Route majors seriously considering architecture will complete their major programs with Art 413-414, the Architectural Design Seminar, instead of Art 411-412.

Consistent with the close connection between history and studio courses in the Art Department, students are required to complete three semester courses in Art History
Art beyond the Art 101-102 level. A knowledge of achievements in art of the past is considered essential to developing a thorough understanding of the art-making process and important as a basis for self appraisal for developing artistic talents.

(Numbering of art courses has a system. The middle digit means: 0 – general course, 1 – Studio, 2 – Ancient, 3 – Middle Ages, 4 – Renaissance, 5 – Baroque and Eighteenth Century, 6 – Nineteenth century, 7 – Modern, 8 – Oriental and African.)

THE DEGREE WITH HONORS IN ART

Art majors who wish to be candidates for the degree with honors must meet the following requirements:

Art History Route:
1. Work of unusual originality and excellence in courses in Art History to be judged by an independent committee or
2. Exceptional independent work with or without faculty supervision to be judged by an independent committee or
3. An outstanding thesis to be judged by three readers.

Art Studio Route:
1. Exceptional independent work with or without faculty supervision to be judged by an independent committee.
2. Exceptional work in Studio courses to be judged by an independent committee.
3. A combination of 1 and 2.

Art Studio Route: In order to be awarded the degree with Honors in Art studio, students will be nominated by the Department by the end of their junior year for participation in a program of one year of independent work culminating in a thesis. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with Honors. The principal criteria for nominating a student for Honors consideration will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. A successful thesis should demonstrate outstanding achievement of a creative nature. Under very unusual circumstances, the Department may accept alternate routes toward the Honors degree, but students must, in all cases, receive approval from the Department for such programs before the end of their junior year.

ART HISTORY COURSES

101-102 Introduction to the History of Art
Basic problems in the understanding and criticism of architecture, sculpture and painting. A study of a limited number of works of these arts in the principal historical
periods and cultures including the present. Their relationship to each other and to the social and historical background. Architecture and sculpture emphasized in the first semester; painting in the second.

Lectures and a weekly conference hour in groups of about 15 students.

Students who have audited Art 101-102 (lectures and conferences) on a registered basis may elect any course in the History of Art in the 200 or 300 group.

201 American Landscape History

A survey course stressing the description or historical geography of regional, vernacular American settings with the goal of discerning a national style of spatial or landscape organization. Among the man-made environments to be studied are: forestlands, rangelands, croplands, recreational areas, mines and quarries; small towns, milltowns, central business districts and suburbs; power and utilities, housing, industry, commerce and institutional uses such as the American college campus. Special emphasis on transport history. Primary evidence will be visual.

Sophomore course. Prerequisite, none. Requirements: Two hour tests on the readings, occasional exercises, a term project documenting a site, and a final examination.

Hour C Conferences: D Mon., D Wed., A, B, D Fri. Satterthwaite

221 Greek to Byzantine Architecture (Offered 1975-76; not to be offered 1976-77 and 1977-78.)

The development of the classical tradition in architecture in the Mediterranean Basin from the sixth century B.C. to the fall of Constantinople in 1453. Main areas of study will include Greek, Hellenistic, Roman, Early Christian and Byzantine architecture. Lectures and discussions.

Sophomore and junior course. Prerequisite, Art 101-102.

Hour C Johnson

[222 Greek and Roman Sculpture and Painting (Not offered 1975-76; to be offered 1976-77.)]

This course will study some of the most significant works of sculpture and painting, both large and small, from the Bronze Age to the later Roman Empire. The evaluation of the works will be three-fold: as manifestations of the life and cultures that produced them, as catalysts for the periods in which they were discovered, and as works of art in themselves, viewed in the light of our present multi-cultural consciousness. Lectures, discussion, field trip.

Sophomore and junior course. Prerequisite, Art 101.

Hour S. Rinehart]
Art

[241 Renaissance and Baroque Architecture (Not offered 1975-76 and 1976-77; to be offered 1977-78.)]

The revival of the classical tradition in architecture in fifteenth century Florence by Brunelleschi and Alberti. The development of that tradition in Italy by such masters as Bramante, Michelangelo and Palladio in the sixteenth century and by Bernini and Borromini in the seventeenth century. The spread of the style into France, England, Austria and Germany in the sixteenth, seventeenth and eighteenth centuries. Lectures and discussions.

Sophomore and junior course. Prerequisite, Art 101-102.

Hour

261 American Art before 1820 (Offered 1975-76; not to be offered 1976-77.)

The Colonial and Federalist periods in American art. Architecture and furniture will be discussed during the first portion of the semester, followed by painting. In both instances, European precedents will be considered. The last part of the course will compare selected works to significant social and cultural trends of the period. Lectures, conferences and an occasional field trip.

Sophomore course. Prerequisite, Art 101-102. (For American Civilization majors, Art 101 or Art 102.)

Hour O Conferences: D Mon., C Wed.

262 American Art Since 1800

American Art from the Federalist period to the present. Architecture will be studied during the first portion of the semester, followed by sculpture and painting. The final segment of the course will consider the arts comparatively and in relation to major American social and cultural developments. Lectures, conferences and an occasional field trip.

Sophomore and junior course. Prerequisite, Art 101-102. (For American Civilization majors, Art 101 or Art 102.)

Hour O Conferences: D Mon., C Wed.

263 Painting 1785-1900

European art from Goya to Cézanne with emphasis on French painting (J. L. David, Géricault, Ingres, Delacroix, Courbet, Manet, Impressionism.)

Lectures and approximately six conferences using painting, sculpture and graphic art in the Clark Art Institute.

Sophomore and junior course. Prerequisite, Art 101-102.

Hour N Conferences: R Th., S Th. 
272 Twentieth Century Architecture

An analysis of European and American architecture from 1900 to the 1960’s. The course will explore the main questions in twentieth century architecture, their nineteenth century origins, and how these questions have been answered by the leading architects of our time.

Lectures and an occasional conference hour and field trip.

Sophomore course. Prerequisite, Art 101-102.

Hour  R  Conferences:  C Fri., D Fri.

274 Painting and Sculpture 1885-1945

Emphasis on European painting from Cézanne and Van Gogh to World War II. The chief modern movements and their leaders: Matisse, Picasso, Braque, Kandinsky, Klee, Mondrian, Miró. Sculpture since Rodin, especially Brancusi, Giacometti, Calder, Moore.

Lectures and approximately six conferences emphasizing close study of original works in the Williams College Museum of Art.

Sophomore and junior course. Prerequisite, Art 101-102. Art 263 suggested.

Hour  N  Conferences:  R Th., S Th.

281 The Arts of India

An examination of the role of architecture, sculpture and painting both within traditional Indian culture and society, and during the period of Muslim dominance. Readings from varied sources: art-historical, literary, religious.

Lectures, discussion, field trip.

Freshman and sophomore course.

Hour  R

282 The Painting of India (Offered 1975-76; not to be offered 1976-77.)

A study of the development of painting during the period of Mughal (Muslim) rule (1526-1857). Considerable attention will be paid to the social and religious role of the arts, the conflict of Muslim and Hindu artistic ideals, the role of the maharajas and emperors as patrons. Readings will be largely historical (contemporary narratives and autobiographies) and literary (Hindu and Muslim religious and poetical texts).

Lectures, discussions, field trip.

Freshman and sophomore course.

Hour  R
284 The Arts of China

Within an investigation of the full range of Chinese art, concentration will center on ritual bronzes and jades, Buddhist painting and sculpture, and landscape painting.

Lectures, conferences, field trips.

Sophomore and junior course. Prerequisite, Art 101-102 or 288 or Religion 206.

Hour N

285 Europe and the Arts of Asia (Offered 1975-76; not to be offered 1976-77.)

A study of the impact of European missionaries and traders on the traditional arts of Asia, chiefly during the sixteenth and seventeenth centuries. Attitudes towards Europe in the Orient will be examined, together with European interpretations of the East, and the European taste for Orientalia. Readings will include contemporary narratives and letters, fiction, and art-historical studies. Lectures, discussions; a field trip to the Museum of the China Trade, Milton, and the Peabody Museum, Salem.

Sophomore course.

Hour N

286F African Art

The tribal art of West and Central Africa, concentrating on Nigeria. Emphasis on sculpture, with some investigation of architecture and costumes.

Lectures, discussions and field trip.

Sophomore and junior course. Prerequisite, Art 101 or permission of instructor.

Hour M

288F Classic Statements of Asian Traditions (same as Religion 205)

An interdisciplinary study of eight major historical, religious and artistic statements of traditional India, China and Japan. Recurrent cultural themes such as the nature of the self, the role of the individual in society, the relation of man to nature, and the meaning of freedom will be studied comparatively through a close analysis of each of the eight texts, paintings, and monuments. Among the statements to be considered are: the Bhagavad Gita, the Diamond Sutra, and the Buddhist monuments at Sanchi from India; the Analects of Confucius, the Tao-Tê-Ching, and representative landscape paintings from China; Haiku poetry and the Zen garden at Ryoan-ji, Kyoto, from Japan. These works will be presented in class both through lectures and discussions involving the four instructors. There will also be individual and small group work designed to make maximum use of the specializations of the instructors and the particular interests of the students.

Prerequisite, none. (The course is especially intended for students who have done no previous course work in Asian studies.)

Hour T

- 116 -
301 Fundamentals of Art History

Lectures, discussions and oral student reports designed to prepare majors in Art History for study in specialized courses following Art 101-102. Among topics to be covered are: expression through line and through color; response by various critics to the same work of art; the evolution of a work of art from preliminary sketches to completion; the artist's stated intention (in letters, manifestoes, etc.) compared with his actual work; the meaning of style; typical problems in art historical research; and basic texts by such artists or critics as Vasari, Reynolds, Ruskin, Baudelaire, Wölfflin, Worringer, and Roger Fry, and by the social historian of art, Arnold Hauser.

Prerequisite, Art 101-102. Limited to junior majors in Art History and required of them.

Hour O

Faison, Filipczak

303 Countryside Planning (Same as Environmental Studies 319)

See under Environmental Studies for full description.

304 American Transport History (Same as Environmental Studies 320)

A research seminar attempting a visual and historical analysis of the movement of passengers and goods - the kinds of travel - in the United States, as evidenced in such artifacts as seaports, roads, canals, railroads, airports. Primary emphasis upon the planning and design of rights of way or ground facilities, with secondary emphasis upon the technological evolution of craft or rolling stock. This inquiry will explore such questions as: What has been the role of the civil engineer in American transport? What are the impacts of transport upon land use? How does one transport mode come to be supplanted by another mode? What perceptual experiences has each mode engendered?

Sophomore and junior course. Prerequisite, Art 201 or by permission of the instructor. Requirements: weekly short papers.

Hour N

Satterthwaite

322 The Ancient Near East (Same as Classics 322) (Not offered 1975-76 and 1976-77; to be offered 1977-78.)

An approach to ancient Egypt, Mesopotamia and neighboring lands through the visual arts. A major concern will be to consider the works of architecture, sculpture and painting in relation to developments in political and intellectual history. Lectures, discussions and readings in primary and secondary materials.

Sophomore and junior course. Prerequisite, Art 101 or a course in Classics.

Hour

Stambaugh]
Art

[324 Greek and Roman Archaeology (Same as Classics 324) (Not offered 1975-76; to be offered 1976-77.)

A survey of the major monuments and stylistic developments of ancient art from the Bronze Age to the fourth century A.D. Through lectures, discussions and assigned projects, the course also considers techniques of excavation, problems of interpretation, and methods of cultural reconstruction.

Sophomore and junior course. Prerequisite, Art 101 or a course in Classics.

Hour

Stambaugh]

331 Pre-Romanesque Art (Same as Classics 331)

The development of Western art from the early middle ages to about the year 1000. The course will include a brief survey of the Greco-Roman period aimed at underlining the gradual transformation of classical principles into the late antique and medieval styles. Moments of conscious revival of classical antiquity will be emphasized, particularly the “Carolingian Renascence.”

Sophomore and junior course. Prerequisite, Art 101 or a course in Classics. History of Ideas parallel course.

Hour D

D’Amato

[334 Romanesque Art (Not offered 1975-76 and 1976-77; to be offered 1977-78.]

The Carolingian and Ottonian origins of Romanesque art. Romanesque architecture in France, England, Germany, Spain, and Italy. Sculpture, painting and other arts in relation to Romanesque architecture. Oral report or term paper.

Lectures, discussions and field trip.

Sophomore and junior course. Prerequisite, Art 101-102 or Art 101 provided Art 102 is taken concurrently.

Hour

Stoddard]

[336 Gothic Art (Not offered 1975-76; to be offered 1976-77.]

Experiment and invention in early Gothic architecture. The great French Cathedrals and their relation to medieval life. Gothic architecture in France, England, Germany, Italy and Spain. Sculpture, painting, and the other arts in relation to architecture. Oral report or term paper.

Lectures, discussions and field trips.

Sophomore and junior course. Prerequisite, Art 101-102 or Art 101 provided Art 102 is taken concurrently.

Hour

Stoddard]

[341 Italian Renaissance Art: 1400-1500 (Not offered 1975-76.]

Topics dealing with the painting and sculpture of Florence and central and northern Italy in the early Renaissance. Principal artists studied: Ghiberti, Donatello,
Masaccio, Piero della Francesca, Pollaiuolo, Botticelli, Leonardo da Vinci, Mantegna and Bellini.

Sophomore and junior course. Prerequisite, Art 101-102.

[343S] Italian Renaissance Art: 1500-1600 (Not offered 1975-76.)


Sophomore and junior course. Prerequisite, Art 101-102.

[345S] Painting and Sculpture in Northern Europe: 1400-1575 (Not offered 1975-76 and 1976-77; to be offered 1977-78.)

A study of some of the principal artists working north of the Alps during the late Gothic and Renaissance periods: Sluter, Campin, the van Eycks, Weyden, van der Goes, Witz, Fouquet, Pacher, Dürer, Holbein, Grünewald, Bosch and Bruegel. Lectures, discussions and field trips.

Sophomore and junior course. Prerequisite, Art 101-102.

S. Rinehart

351 Baroque Painting and Sculpture in the North


Sophomore and junior course. Prerequisite, Art 101-102.

Hour T

Filipczak

352 Painting and Sculpture in Italy, Spain and France: 1600-1680

Principal artists studied: the Carracci, Caravaggio, Bernini, Pietro da Cortona, Poussin, Claude, Velasquez and Zurburan.

Lectures, discussions and field trips.

Sophomore and junior course. Prerequisite, Art 101-102.

Hour T

Robinson

[355 European Art of the Eighteenth Century (Not offered 1975-76.)

Art

Artists studied include: Hawksmoor, Hogarth, Reynolds, Gainsborough, Adam brothers, Flaxman, Tiepolo, Cuvilliés, Watteau, Fragonard, Goya.

Lectures, discussions, field trip.

Sophomore and junior course. Prerequisite, Art 101-102.

Hour

S. RINEHART

SEMINARS

302 Practical Criticism

Experience in the criticism of unidentified and (subsequently) identified works of art in various media. In the visual arts emphasis on painting, but poetry and music will also be discussed. No prior critical ability is assumed in problems in poetry or music; these media are included because of valuable areas of overlap in a response to painting. Inquiry into the relevance of historical knowledge to full critical understanding. Eight or nine short essays will form the basis of much of the class discussion. No final examination.

Prerequisite, Art 101-102. Enrollment limited to 12, permission of the instructor required. It is hoped that about half the class will not be art majors.

Hour TU Tu.

FAISON

375S Architecture since 1945

An intensive study of the architecture of the Post World War II period. Special emphasis on the late works of Le Corbusier, the development of the New Brutalism, the works of Louis Kahn, the Pop mannerism of Robert Venturi and Charles Moore.

Prerequisite, Art 101-102. Enrollment limited to 15 and permission of instructor required.

Hour Arr.

JOHNSON

[386 Persian Painting (Not offered 1975-76; to be offered 1976-77.)

Painting in Persia (Iran) will be studied by concentrating on book illustration between the fourteenth and seventeenth centuries. Class meetings will present a basic background through discussion of a limited number of major artists or manuscripts, and students will be responsible for research on specific problems provoked by actual paintings to which they will be given access. Discussions, limited lecturing, at least one field trip.

Permission of instructor required.

Hour

BEACH

SEMINARS FOR SENIOR MAJORS

404F Great Architectural Monuments

An investigation of six well-known buildings or groups of buildings from the history of architecture: the Parthenon, the Pantheon, Hagia Sophia, Chartres Cathe-
Art

dral, the villas of Palladio, and the government buildings of Chandigarh. The ar­
chaeological and documentary evidence will be explored, as well as the relationship
between these “prototypical” buildings and the architecture of their times. Several
short papers and an oral presentation will be required.
Prerequisite, Art 101-102. Enrollment limited to 15 and permission of instructor required.
Hour R

Johnston

477  Neo-Impressionism, Synthetism, Symbolism and Fauvism

Aspects of Western European art and art theory from 1880 to 1910. Major figures
include Seurat, Van Gogh, Gauguin, Puvis de Chavannes, Redon, Vuillard, Bon­
nard, Munch, Derain, Matisse and Rouault.

Lectures, discussion, student reports and major papers.
Prerequisite, Art 101-102. Art 263 and 274 strongly recommended. Enrollment
limited to 15 and permission of instructor required.

Hour S

Rhodes

478  Art Since 1945

Abstract Expressionism to Idea Art. An examination of painting, sculpture, and
other manifestations of recent and contemporary art with an emphasis on American
developments since 1960. Understanding critical concepts and intensive looking will
be stressed.

Lectures, discussion, student reports, field trip. Extensive reading. Major paper
due by seventh week. Prerequisite, Art 101-102. Art 263, Art 274 and Art 477
strongly recommended. Enrollment limited to 15 and permission of instructor required.

Hour S

Hunter

451-452  Senior Thesis

See general description of the Degree with Honors in Art, Art History Route.

ART STUDIO COURSES

211  Drawing and Three Dimensional Design

An introductory studio course in drawing and sculpture stressing visual ideas and
the critical understanding of art works and design principles through the use of slides,
lectures, and critiques of student work, and the development of abilities to draw and
construct sculptural models. Specific studio problems will explore a range of atti­
dutes toward drawing and sculpture from the representational to the conceptual and
expose students to a limited range of drawing materials.

Sophomore course. Prerequisite, none. Enrollment limited to four sections of 20 students
each.

Hours L, M, N, R

Ewing, Krens
Art

212 Drawing and Two Dimensional Design

An introductory studio course in drawing and two dimensional design. As in Art 211, a primary emphasis will be placed on critical understanding of art works and ideas through the use of slides, lectures, and critiques of student work, and on the development of abilities to draw and construct art models in two dimensions. Specific studio problems will develop an understanding of two dimensional design, color and drawing principles.

Sophomore course. Prerequisite, none. Enrollment limited to four sections of 20 students each.

Hours N, R, S, U

Giersbach, Hirsche

[310 Color (Not offered 1975-76; to be offered 1976-77.)]

A studio-laboratory course to study light and color in aspects relevant to their manipulation in art and architecture. Art 310 will join with Physics 122 for the first part of the semester to develop an extensive background understanding of light and color as physical and psychophysical phenomena. Topics will include those of particular interest to contemporary artists. An investigation of color systems, the history of color study, and the use of color in works of art will then precede the execution of studio problems and projects designed to develop the student’s use, manipulation, and thorough understanding of color in individual student art works.

Junior course. Prerequisite, Art 101 or 102.

Hour Studio conference.

Krens, Shelton

311, 312 Printmaking

Introduction to the media of intaglio, lithography or silkscreen emphasizing printmaking as a means of two-dimensional expression. There will be a thorough grounding in the technical process, but particular attention will be paid to developing 1) individual expressive abilities, 2) a critical understanding of art works and ideas, and 3) an understanding of the relationship between prints and other art forms.

Junior course. Prerequisite, Art 211 and Art 212 or Art 212 and permission of the instructor.

Hour W

Krens

313 Painting

A beginning course in oil painting using naturalistic subject matter as the prime focus for work in the course. Studio problems will investigate representational aspects of painting that have dominated Western Art from the Renaissance to the early twentieth century: convincing spatial illusion, pictorial structure, color, scale, chiaroscuro. Course work will revolve around critical discussions of student work in class, exposure to a range of attitudes toward representational painting and the development of painting techniques.

Junior course. Prerequisite, Art 211 and 212 or Art 212 and permission of the instructor.

Hour S

Giersbach
314 Painting

A beginning course in painting emphasizing ideas, materials and abstraction as the focus for work in class. Methods and developments in non-representational art of the twentieth century will serve as a background for selected studio problems and the development of individual means of expression. Intensive work on paintings and rigorous critical analysis will be required of all students.

Junior course. Prerequisite, Art 211 and 212 or Art 212 and permission of the instructor.

Hour U

Krens

315 Sculpture

An introduction to sculptural ideas and materials. Studio projects will be assigned involving a variety of material and ideas both conceptual and sculptural, and will be followed by individual and group critiques. Regular discussions on assigned readings both in art criticism and in writings by individual artists. Emphasis will be placed on the development of a critical awareness of contemporary art works and the development of individual students’ abilities to conceive and construct works of sculpture.

Junior course. Prerequisite, Art 211 and 212 or Art 211 and permission of the instructor.

Hour S

Ewing

316 Sculpture

The principal aim of this beginning sculpture course will be to investigate the use of wood as a sculptural medium. The relationship between the tools and techniques necessary to shape and form the material and the individual expressive ideas generated by their use will be developed. Students will spend the majority of their time completing at least one full-scale finished work. There will be critical discussions of works of sculpture as well as individual student work.

Junior course. Prerequisite, Art 211 and 212 or Art 211 and permission of the instructor.

Hour W

Hirsche

317 Creative Photography

Exploring visual communication and creative expression through effective use of the medium. Techniques will be discussed only as they relate directly to a student’s needs in making a personal statement. History of Photography, contemporary trends, and the relationship of Photography to other art forms will be examined. Weekly evaluation of assignments, group discussion and individual conferences.

Sophomore and junior course. Prerequisite, working knowledge of basic techniques, a portfolio, and an interview with the instructor. Enrollment limited to 20 students.

Hour RS Mon.

Kalischer
318 Environmental Planning and Design

A studio course oriented to problem-solving in civic art. Experiential learning will be stressed through individual and team field projects initiated from within the class or at the suggestion of regional and local groups. Specialized learning is anticipated in fields such as housing; transport, land uses and comprehensive planning.

Sophomore and junior course. Prerequisite, Art 201 or by permission of instructor.

Hour W

319 Advanced Drawing

An intense and detailed studio course emphasizing different media, techniques, and ideas as the motivating force in the making of drawings. A variety of studio problems will complement the development of individual abilities.

Junior course. Prerequisite, permission of the instructor and Art 211 or 212.

Hour U

320 Modern Methods Seminar (Offered 1975-76; not to be offered 1976-77.)

A studio course designed to investigate non-traditional materials and means of artistic expression. Against the background of recent developments in contemporary artistic methods and technology such as video, earth, conceptual, informational, body, performance, and multimedia art, the course will establish the theoretical basis of the avant-garde and of contemporary art making. There will be extensive work on both group and individual studio projects to develop ideas and expressions in non-traditional media.

Junior course. Prerequisite, Art 101, 211, 212 and permission of the instructors.

Hour Arr.

411-412 Studio Seminar

At the beginning of the first semester, in consultation with members of the department, Art studio-route majors will determine individual projects or directions as the focus of their work for the academic year. The primary emphasis of the course will be to complete a coherent body of work to be presented in individual exhibitions at the Williams College Museum of Art in May. There will be regularly scheduled critiques and extensive work on an individual basis with members of the department.

Senior course open to Art-studio majors only.

Hour W

413-414 Advanced Studio Architecture

Exploration of functional, structural, and formal considerations in architecture and their interrelation. Course will stress two and three dimensional techniques of expression and the development of a rigorous self-critical attitude. Individual and team projects.

Senior course. Prerequisites, two semesters of Studio with honors grades. Enrollment is limited and permission of instructor is required.

Hour W
GRADUATE COURSES IN ART HISTORY

Seniors may, with the permission of the instructor and the Art Department, enroll in the graduate courses listed below.

502 Museum Studies

The study of the history and management of museums, the duties of curators, the scientific examination of works of art, the art markets, the development of connoisseurship, and other topics.

Hour

Cunningham

503 Materials and Methods of Art History

An introduction to elementary techniques of art historical research, to the history of art and to the principles and assumptions which have shaped the discipline as it is practiced today. Basic modern reference materials, printed and manuscript sources, and representative examples of critical and historical literature from the fourteenth to the nineteenth century will be examined in relation to specific problems of research and interpretation.

Hour

M. Rinehart

504 Problems in Connoisseurship

A seminar designed to acquaint the student with the problems of, and the literature on, connoisseurship. While connoisseurship is largely a function of experience and visual memory, the student can learn, and will be taught, to make significant observations and to evaluate the material data provided by scientific examination (including x-ray and infra-red photography and ultraviolet fluorescence) of the objects involved.

Hour

Held

505 Old Master Prints and Drawings

History, technique and stylistic analysis of selected Old Master prints and drawings.

Hour

Fernandez

551 Problems in Dutch Art

An examination, within an historical framework, of particular problems of late sixteenth and seventeenth century Dutch painting and graphic arts, with some reference to sculpture and architecture. Attention will be paid to particular figures, especially Rembrandt, to the various city schools, and, most broadly, to the major movements from late mannerism up to the Dutch Rococo.

Hour

Robinson
552 Eighteenth Century German Art and Architecture

A study of architecture and related arts, especially sculpture, in Southern Germany during the first three-quarters of the eighteenth century. Emphasis on the creative combination of forms derived from Italian Baroque and French Régence-Rococo art. Reference to contributions from Vienna, Salzburg, and Prague. A reading knowledge of German is required at a level of proficiency qualifying the student for enrollment in German 509.

Hour

553 Studies in French Eighteenth Century Art

Intensive studies of major French painters, sculptors and decorative artists of the period 1715-1789, in relation to examples of their work available in local and New York Collections.

Hour

554 Italian Baroque Architecture

From the development of the early Baroque style around 1600 in Rome by Carlo Moderno through the works of Juvarra and Vittone of the first half of the eighteenth century in Piedmont. The works of Pierro da Cortona, Borromini, Bernini, and Carlo Rainaldi in Rome, of Longhena in Venice and of Guarini in Turin. A reading knowledge of German or Italian is required.

Hour

563 Nineteenth Century French Painting

The development and transformation of Impressionism from early Monet through late Cézanne with intensive study of Impressionist paintings in the Clark Art Institute and works by Cézanne, including drawings, prints, watercolors and paintings in the Pearlman Collection which will be exhibited at the Institute in the fall of 1975.

Hour

574 The Surrealist Heritage

A study of the influence of Dada and Surrealism on post-war American and European art, focusing upon a selected group of major artistic personalities: Pollock, Newman, Bacon, Dubuffet, Rauschenberg, Johns, Christo, Oldenburg, Warhol, and Nauman.

Hour

Graduate seminars usually meet one afternoon a week. Candidates for the M.A. degree are normally expected to take two seminars and one language course in each semester, and may also audit undergraduate courses listed in the Williams College
Bulletin with the permission of the instructor. Such courses will be listed on the candidate’s transcript, but will not be counted toward the requirements for the degree.

Language Study. The attainment of an effective reading knowledge of two European languages (usually German and French or Italian) is expected of all student enrolled in the Graduate Program in Art History. Elementary and intensive courses are offered to students who have no prior preparation and when appropriate the texts studied are selected from basic works in art history and criticism related to the content of the seminars. The student should plan his course of language study in conjunction with his choice of seminars.

LANGUAGES COURSES

French 501-502 (101-102)  Elementary French

For students who have had no previous study of French. This course consists of the regular undergraduate introductory course with the addition of specially selected readings for the graduate students of art history in the second semester. Graduate students are not required to take the sustaining course during the Winter Study Period. The class will meet five hours a week.

Smith

French 509  Readings in French Art History and Criticism

Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars of the Graduate Program in Art History.

Prerequisite, French 501-502 or the equivalent.

Desrosiers

German 501-502 (101-102)  Elementary German

This course consists of the regular undergraduate introductory course with the addition of specially selected readings for the graduate students of art history in the second semester.

Chick

German 502F (102F)  Elementary German

This course consists of the second semester of the regular undergraduate introductory course, except that it is offered in the fall. It is intended for students with some preparation and CEEB reading scores roughly between 480 and 550. Specially selected readings for graduate students in art history will be included.

Chick
Art

German 509  Readings in German Art History and Criticism

Texts will be selected from fundamental works of art history and criticism and from the specialized literature in concurrent art seminars in the Graduate Program in Art History.

Prerequisite, German 501-502 or equivalent preparation (a score of 500 or higher on the CEEB Reading Examination).

Hour  Arr.

Lopenzina

Italian 501-502 (101-102)  Elementary Italian

For students enrolled in the Graduate Program in Art History who have had no previous study of Italian. This course consists of the regular introductory undergraduate course with the addition in the second semester of specially selected readings for the students of art history. The class meets five hours a week.

Hour  A and L

Nicastro

Normally the requirement in one language should be fulfilled by the end of the first year, and that in the second language by the end of the second year.

Satisfaction of the language requirement for the degree will be determined in the following way:

1. By a regular CEEB reading test in which the student must attain the level 600 or better, and

2. By an examination prepared and administered by members of the Art Department in consultation with the relevant language department. This examination will be designed to establish the student's comprehension of art historical writing in the language under examination on several levels, as follows: (a) written literal translation; (b) written paraphrases; (c) analytical and interpretative discussion.

Prior preparation in at least one of the languages offered is desirable. Students may take the CEEB examination upon entering the program, to establish placement in or exemption from language courses. Students fulfilling the requirement through course work in the graduate program will be expected to take both parts of the examination upon completion of their course work at the 508 or 509 level.

Travel. It is expected that at least once during the two years of residence each student will have an opportunity to travel and study abroad. Such travel usually occurs during the Winter Study Period in January, as a required extension of seminars offered in the fall and spring semesters, and is conducted by members of the faculty. Funds are budgeted to cover all students' essential expenses.

Requirements for the Degree of Master of Arts in Art History. The degree is normally awarded upon successful completion of two years of resident graduate study. To earn the degree a candidate must pass a total of eight graduate seminars and fulfill
the language requirement in the manner described above. In special circumstances credit may be given for graduate work satisfactorily completed elsewhere.

In addition to all course work the candidate must pass a comprehensive oral and written examination at the end of the second year. This examination will test the candidate’s knowledge of the particular fields he has studied in the graduate program and his ability to integrate this knowledge into the larger context of art history.
ASTRONOMY (Div. III)

Chairman, Assistant Professor JAY M. PASACHOFF*

Courses in Astronomy are available to anyone who is interested in studying the contents of the universe and wants to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement unless otherwise noted. The Astronomy and Physics major, offered jointly by the Astronomy and Physics Departments, is described subsequently.

The elementary astronomy courses are given on two levels. Both are meant for novices; neither has any prerequisites. Astronomy 111 and 112 are more advanced than Astronomy 103 and 104 in that there will be no reluctance in 111 and 112 to present simple mathematical and physical calculations or to explain astronomical trains of reasoning in detail. A 14" reflector and other telescopes are used for observing labs in all elementary courses.

103 Survey of the Universe

A general non-mathematical introduction to contemporary astronomy and astrophysics, including discussions of how astronomers undertake and interpret observations of the universe. Topics include the sun, stars, radio astronomy, pulsars, black holes, life in the universe, and the solar system. Astronomy 104 covers other parts of the survey. Astronomy 111 and 112 share the same basic topics but are meant for the better-prepared student. Laboratory work includes nighttime observations of the stars and planets with small telescopes and daytime observations of the sun, as well as films, planetarium demonstrations, exercises and experiments to elucidate the course material. A special laboratory session involves individual examination of sections of moon rocks, on loan from NASA, gathered on the lunar surface on Apollo missions.

Lectures, three hours a week; 4 1/2 hour laboratory sessions, two observing sessions and a planetarium demonstration to be arranged. Additional observing is optional.

Non-major course. No prerequisite. No mathematical background is assumed.
Hour M Lab. section: Arr. PASACHOFF

[104 Modern Astronomy (Not offered 1975-76; to be offered 1976-77.)]

A general non-mathematical introduction to contemporary astronomy and astrophysics, stressing the planets, galaxies, quasars, black holes, spectral-line radio astronomy of atoms and molecules in space, ultraviolet, x-ray and gamma-ray astronomy, observations from space, relativity and cosmology. Although Astronomy 104 normally follows Astronomy 103 or 111, it may be taken separately. Astronomy 112 shares the same basic topics, but is meant for the better-prepared student. Labora-

*On leave second semester 1975-76
Astronomy

Astronomy work includes nighttime observations of the stars and planets and daytime observations of the sun, as well as films, planetarium demonstration, exercises and experiments to elucidate the course material.

Lectures, three hours a week; 4 1/2 hour laboratory sessions, two observing sessions and a planetarium demonstration to be arranged. Additional observing is optional.

Non-major course. No prerequisite. No mathematical background is assumed.

Hour

111 Introduction to Astrophysics, I

An introduction (see also Astronomy 112) to astrophysics for prospective astronomy majors, other students of science, and the better-prepared non-science student. Topics include telescopes and the spectrograph; spectral lines, the laws of radiation, and stellar spectra; physical characteristics of the sun and stars; stellar formation and evolution; nucleosynthesis; supernovae, neutron stars, pulsars, and black holes. Laboratory work includes nighttime observations of the stars and planets and daytime observations of the sun, as well as films, planetarium demonstrations, exercises and experiments to elucidate the course material. A special laboratory session involves individual examination of sections of moon rocks, on loan from NASA, gathered on the lunar surface on Apollo missions.

Lectures, three hours a week; 4 1/2 hour laboratory sessions plus two observing sessions and a planetarium demonstration to be arranged. Additional observing is optional. Opportunities to transfer to Astronomy 103 will be presented early in the term.

Prerequisite, a working knowledge of high school algebra.

Hour E Lab. section: Arr.

Lathrop

112 Introduction to Astrophysics, II

The second course of a two-course introduction to astrophysics (see Astronomy 111). Radio astronomy, the interstellar medium, and the structure of the Milky Way; galaxies and quasars; large-scale structure and evolution of the universe; the dynamics of the solar system and the physical characteristics of the planets; life in the cosmos. Laboratory work includes nighttime observations of the stars and planets and daytime observations of the sun, as well as films, planetarium demonstrations, exercises and experiments to elucidate the course material.

Lectures, three hours a week; 4 1/2 hour laboratory sessions plus two observing sessions and a planetarium demonstration to be arranged. Additional observing is optional.

Prerequisite, Astronomy 111, or Astronomy 103 with the consent of the instructor.

Hour E Lab. section: Arr.

Lathrop

323 Solar Physics (same as Physics 323) (Not offered 1975-76.)

A thorough study of the sun from its interior through the photosphere, chromo-
Astronomy

sphere and corona. Topics include neutrino experiments, high-resolution studies of the surface, spectroscopy, sources of continuous and spectral-line radiation, sunspots, spicules, prominences, flares, constituents of the corona, effects on the earth, relationship to other stars. Recent and pending observations from the ground, balloons, rockets, satellites and space probes, and eclipses will be discussed.

Junior and senior course. Prerequisite, Physics 201 and 202.

Hour Pasachoff

330 (same as Physics 330) Structure and Evolution of the Universe

The observational and theoretical basis of our current understanding of the universe. We will study the fundamentals of relativity necessary to an understanding of the large-scale dynamics and structure of theoretical models of the universe, and will see how evidence from the primordial fireball, elemental abundances, the cosmological redshift, etc., fits into the theoretical scheme.

Non-major course. Prerequisite, a working knowledge of high school algebra. May not be taken to satisfy Division III requirements.

Hour C Lathrop

[407 Cosmology (same as Physics 407) (Not offered 1975-76.)

A study of the evolution of the universe, including elements of general relativity and its observational tests, the large-scale structure of the universe, determination of the mean mass density, the blackbody background and the primeval fireball, the growth of galaxies, and elemental abundances.

Lectures and discussions, three hours a week.

Junior and senior course. Prerequisite, Physics 202 and Mathematics 110.

Hour Lathrop

409 Astrophysics Seminar: Radio Astronomy (same as Physics 409)

Advanced topics in astrophysics: this year’s topic is radio astronomy, including continuum and spectral-line studies, radio studies of interstellar space, stars, pulsars, galaxies, quasars, universal background radiation, the sun, the planets, interferometry, instruments, techniques and observatories, physics of emission mechanisms.

Junior and senior course. Prerequisite, Astronomy 111 and 112 or Astronomy 103 and 104 and consent of the instructor and Physics 201 and 202 or consent of instructor.

Hour Pasachoff

451, 452 Senior Thesis

An original investigation, begun in the junior year or the following summer, but no later than the beginning of the senior year, is continued into the Winter Study Period. A student may, with the consent of the department, continue the work through the second semester.

Members of the Astronomy and Physics Departments - 132 -
Colloquia

The staffs of the Astronomy Department and the Physics Department meet on Monday afternoons, often with guest speakers, to discuss recently published and unpublished work in astronomy and physics. Majors are expected to attend.

**Hour**: 4:30-5:30 Mon.

**ASTRONOMY AND PHYSICS (Div. III)**

**MAJOR PROGRAM**

**Sequence courses**

Astronomy 111  Introduction to Astrophysics, I (or Astronomy 103 and permission of the departments)
Astronomy 112  Introduction to Astrophysics, II (or Astronomy 104 and permission of the departments)
Physics 142  General Physics I, Mechanics and Special Relativity (or Physics 103, 104 if taken prior to 1973-74)
Physics 201  General Physics II, Electric and Magnetic Theory
Physics 202  General Physics III, Optics, Thermodynamics and Quantum Physics

**Parallel courses**

At least two of the following:

- Astronomy 323  (same as Physics 323)  Solar Physics
- Astronomy 407  (same as Physics 407)  Cosmology
- Astronomy 409  (same as Physics 409)  Astrophysics Seminar

Additional (for a total of nine) semester courses in astronomy or physics chosen in consultation with those departments. Chemistry 304 (Experimental Methods in Chemistry) and Chemistry 401 (Quantum Chemistry) may also be counted if approved by the departments.

Mathematics 110 must be taken prior to or concurrently with Physics 142 and is prerequisite to Physics 201. Additional courses in physics and mathematics are recommended for those seeking admission to graduate study in astronomy or astrophysics.

**THE DEGREE WITH HONORS IN ASTRONOMY AND PHYSICS**

The honors degree will be awarded to students who show outstanding originality and initiative in their work in astronomy and physics. It is expected that the usual mode for demonstrating these qualities will be a formal senior thesis presenting the results of an experimental (or theoretical) investigation carried out by the student. This research project will usually be carried out as part of the normal academic load.
Astronomy and Physics, Biology

of the student extending over at least the first semester and winter study period of the senior year. It may include, but except under unusual circumstances will not consist exclusively of, observations or other results obtained during the previous summer or earlier. There will be no grade requirements (other than college-wide requirements for remaining in good academic standing) for entry into the thesis research program. Instead, those students who wish to enter the program will normally choose a thesis topic during the second semester of their junior year, and will write a substantial report or otherwise demonstrate during that semester that they have carried out a significant amount of background study and can reasonably expect to carry out a successful thesis project. Entry to the thesis program will be contingent upon this demonstration.

Proposals for other activities which may satisfy the criteria for a degree with honors in astronomy and physics will be considered on their merits by the departments. Students are advised to consult with the department chairmen before embarking on such activities.

It should be emphasized that attainment of a specific grade average or mere completion of any activity, thesis or otherwise, does not satisfy the requirements for the degree with Honors. The criteria are outstanding originality and initiative in the judgment of the departments.

Astronomy 111 Introduction to Astrophysics, I
Astronomy 112 Introduction to Astrophysics, II
Physics 142 General Physics I, Mechanics and Special Relativity
Physics 201 General Physics II, Electric and Magnetic Theory
Physics 202 General Physics III, Optics and Quantum Physics
Astronomy 323 Solar Physics (same as Physics 323) (Not offered 1975-76.)
Astronomy 407 Cosmology (same as Physics 407) (Not offered 1975-76.)
Astronomy 409 Astrophysics Seminar: Radio Astronomy (same as Physics 409)
Astronomy 451, 452 or Physics 451, 452 Senior Thesis

BIOLOGY (Div. III)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor W. C. Grant, Jr.


MAJOR PROGRAM

Sequence courses
Biology 101 Form and Function
Biology

Biology 102  Cellular Biology and Biochemistry
Biology 402  Tutorial in Advanced Biology

Parallel courses
Any two 300 level courses, and any other four courses or any other three courses and Chemistry 201-202. Sophomore electives: Normally, sophomores are expected to take one biology elective each semester of their second year.
In special cases the department may allow the substitution of one of the following courses for one parallel course at the 200 level: Psychology 213, Environmental Studies 350.

One Winter Study Project is strongly recommended but not required.

NOTE: Entering freshmen with previous experience in biology may elect to take departmental qualifying examinations in Biology 101 and 102 during Freshman days. Students passing the 101 test may take either Biology 201 or 205 in the fall semester, students passing the 102 test may take any two-hundred level courses in both fall and spring semesters.

Because the field of biology is so diverse, major requirements have been kept as flexible as possible and each major is assigned a faculty advisor at the beginning of the junior year. Students wishing a biology major as a background to future occupations or advanced study, should consult with members of the department in choosing series of courses best suited to individual needs. Students planning graduate work in Biology are advised to elect courses in organic chemistry, introductory physics and mathematics.

The objective of the Biology major is an understanding of the principles governing the activities of living systems in relationship to their environments. A broad spectrum of topics encompassing cells, organisms, and populations is explored. Modern methods of investigation, current concepts, surveys of recent literature and the philosophic implications of biology are integral parts of the program. The work in the major also provides a good background for those planning to enter graduate school, medical school, veterinary science, environmental studies or related fields of study.

Courses of Special Interest for Non-Majors

Students majoring outside the sciences can explore various aspects of biological thought by taking the freshman courses Form and Function (Biology 101) and Cellular Biology and Biochemistry (Biology 102); upperclassmen and qualified freshmen may elect Environmental Biology (Biology 201), Primate Biology and Behavior (Biology 205), Organic Evolution and Environment (Biology 204), and Biology of the Plant Kingdom (Biology 206) without prerequisite. These courses which satisfy Division III requirements as well as those of the Biology Major enroll both science and non-science majors and are designed to stimulate exchange of view between the two groups. Biology 201 is a required course in the Coordinate Program in Environmental Studies.

PSYCHOBIOLOGY

Psychology or biology majors may emphasize studies in the area of Psychobiology.
Interested students are encouraged to consult with members of either department in choosing courses. Recommended courses include Biology 205 (Primate Biology and Behavior), Biology 208 (Animal Behavior), Psychology 215 (Learning and Motivation), Psychology 213 (Physiological Psychology) and Psychology 214 (Neuropsychology). Other courses may be selected according to the students' interests.

THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with Honors a student is normally expected to have completed the equivalent of two semesters of independent research culminating in a thesis, which demonstrates outstanding achievement of an original and innovative nature. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with Honors. The principal considerations in admitting a student to a program of independent research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. Students must receive approval from the Department for such programs before the end of their junior year.

101 Form and Function

This course is designed as an introduction to contemporary views concerning the nature of the life process with emphasis on the interaction of organisms with their environments: physiological adaptation of animals and plants; organization of populations and communities; animal behavior. The relationship of man to the natural world is given consideration throughout.

Freshman course. Requires no previous study in Biology.

Hour D Lab. sections: Mon., Tu., Wed., Th. Drickamer, Grant, Rosinski

102 Cellular Biology and Biochemistry

Origin of life and an introduction to biochemical substances and techniques. Structure, physiology and metabolism of living cells with emphasis on energy relationships.

Lectures, three hours; laboratory, three hours a week.

Freshman course. Prerequisite, Biology 101 or by permission of the department.

Hour D Lab. sections: Mon., Tu., Wed., Th. DeWitt

201 Environmental Biology

A study of the structure and function of ecological systems. Topics: the physical environment and its coupling to the biological world; energy exchange; biogeochemical cycles; dynamics and interactions of plant and animal populations; the evolution of ecological relationships.

Lectures and laboratory work, six hours a week.

Sophomore course. Prerequisite, Biology 102 or with the consent of the department, admission credit in Biology. (Open to upperclassmen without prerequisite with the consent of the department.) Counts as course credit in biology major.

Hour M Lab. sections: Tu., Th. Grant, Art
202 **Comparative Animal Physiology**

The anatomy and physiology of animals. The course will examine the structural and functional solutions animals have evolved to the general problems of neural and skeletal support, motion, circulation, digestion, and fluid regulation, hormonal control, with examples taken from both vertebrates and invertebrates. Laboratory work will involve several dissections and a variety of physiological experiments.

Lectures and laboratory, six hours a week.

**Sophomore course.** Prerequisite, Biology 102 or by permission of the department.

**Hour** D Lab. sections: Mon., Tu., Wed., Th.  

**Woodcock**

203 **Principles of Genetics**

Chromosomal and molecular mechanisms of heredity; mutation and genetic recombination. Structure and replication of nucleic acids; the genetic code for protein synthesis; gene action and regulation at the molecular level.

Lectures and laboratory work, six hours a week.

**Sophomore course.** Prerequisite, Biology 102, Chemistry 101-102 (103-104) or permission of the department.

**Hour** D Lab. sections: Mon., Tu., Wed., Th.  

**Koppenheffer**

204 **Organic Evolution and the Environment** (Offered 1975-76; not to be offered 1976-77.)

Evolution of biological systems and organic diversity. Population genetics and critical analyses of the ecological implications of speciation, natural selection and adaptation; problems in human evolution including the impact of man on evolutionary processes. One hour exam and a final examination.

Lectures, seminars and selected readings in the original literature, three hours a week.

**Sophomore course.** Prerequisite, either Biology 101, 102 or 201 or, with the consent of the department, admission credit in Biology. (Open to upperclassmen without prerequisite with consent of the department.)

**Hour** N  

**Grant**

205 **Primate Biology and Behavior** (same as Anthropology 205)

An examination of the non-human primates with special reference to behavior. Introductory material includes aspects of mammalian structure and the evolution of primates from this stock. Social behavior; communication; development; and behavior in relation to ecology are considered. Emphasis is placed on the contributions that primate studies make to our understanding of man by examining play, aggression, tool-using, cultural phenomena, and altruistic behavior in the nonhuman primates. Some comparisons with the behavior of early man and contemporary human societies, are attempted.

One hour examination and a final examination.
Biology

Lectures, discussions, and laboratory work, six hours a week.

**Sophomore course.** Prerequisite, Biology 101 or Psychology 101 or by the permission of the department. (Open to upperclassmen without prerequisite with consent of the department.)

**Hour B** Lab. section: Arr. Drickamer

206 **Biology of the Plant Kingdom (Offered 1975-76; not to be offered 1976-77.)**

An examination of the major plant groups – fresh-water and marine algae, fungi, mosses, ferns, and seed plants. Lectures and discussions will explore the morphology, development, reproduction, and evolution of these plants. Selected topics in economic botany (the utilization of plants) will also be considered. The laboratory will include a study of the characteristics of representatives from various groups within the plant kingdom.

Lectures and laboratories, six hours a week.

**Sophomore course.** Prerequisite, Biology 101 or permission of the department. (Open to upperclassmen without prerequisite with consent of the department.)

**Hour M** Lab. sections: Wed., Th. Rosinski

208 **Animal Behavior (same as Psychology 212)**

A study of the contributions of zoology, ethology, comparative psychology, and other disciplines to our understanding of the behavior of animals. Topics include the "nature-nurture" controversy, behavior genetics, physiological control of behavior, critical periods and imprinting, sensory processes, orientation, communication, learning, motivation, social behavior, and the evolution of behavior. Each student will carry out an experimental investigation concerned with some aspect of animal behavior. Two hour examinations and a final examination.

Open to freshmen. Prerequisite, Psychology 101 or Biology 101 or permission of the instructors.

**Hour M** Lab. section: Arr. Quadagno, Drickamer

[214 **Marine Ecology (same as Geology 214) (Not offered 1975-76; to be offered 1976-77.)**

Marine Ecology is an interdisciplinary course offered jointly by the Biology and Geology Departments. The biological aspects are concerned with physiology, ecology and animal behavior in understanding the adaptation of marine organisms to particular environments. The geological aspects are concerned with physical and chemical oceanography, as well as meteorology and marine geology in describing and explaining the physical and chemical aspects of the environment.

Lectures and laboratory work, six hours per week.

**Sophomore course.** Prerequisite, Biology 101 or Geology 103 or the permission of the department.

**Hour** Grant, Koepnick]
Biology

301 Cell Structure

An examination of the hierarchical levels of structural organization in living systems. Topics emphasized include: macromolecular organization underlying structure of cellular membrane systems and organelles; common and diverse features of ultrastructure in eukaryotic cells; multicellular organization in the formation of tissues and organs; and problems of the evolutionary origin of phyletic structural differences. The laboratory program involves learning use of the electron microscope as applied to research in cell biology.

Seminars, conferences and laboratory work, six hours per week.

_Junior and senior course_. Prerequisite, Biology 102 or by permission of the department.

**Hour** N Lab. sections: Mon., Wed.  

VANKIN

302 Developmental Biology

Principles of development in animal embryos: descriptive embryology, primarily of vertebrates, is correlated with contemporary research on the causal mechanisms of development. Topics emphasized include the regulation of gene activity, cellular differentiation, multicellular interactions and morphogenesis.

Lectures, conferences and laboratory work, six hours a week.

_Junior and senior course_. Prerequisite, Biology 102 or by permission of the department.

**Hour** B Lab. sections: Mon., Tu., Wed.  

VANKIN

303 Advanced Physiology: Neurobiology

The physiology of nervous systems, with an emphasis on the cellular basis of neural function. Illustrative examples will be taken from various vertebrate and invertebrate nervous systems. Topics: the nerve action potential, transmitters and synapses, sensory receptors, neural networks: feature abstraction, information processing and integration, generation of motor patterns, neural correlates of behavior, neural development and its control. Reading original research papers and writing short synopses of them will constitute an important part of the course. Laboratory exercises will include a relatively open project toward the end of the semester.

Lectures, seminars and laboratory work, six hours a week.

_Junior and senior course_. Prerequisite, Biology 202 or by permission of the department.  

Limited to 20 students.

**Hour** M Lab. sections: Tu., Wed.  

WOODCOCK

305S Advanced Ecology: Plants

A discussion and project course dealing with the patterns and processes in terrestrial plant communities and ecosystems.

Topics: Classification of vegetation, community structure, primary and secondary succession, distribution of climax communities in space, functional characteristics of major biomes.
Biology

Lectures, conferences and field trips, six hours a week.

Junior and senior course. Biology 201 required for non-majors. (Open to Biology majors without prerequisite.)

Hour C Lab. section: Wed.

Plant Physiology and Development (Not offered 1975-76; to be offered 1976-77.)

Physiological and biochemical aspects of the growth, development, nutrition, and reproduction of green plants. Major topics covered will include photosynthesis, plant hormones, water relations, and flowering mechanisms. The laboratory will illustrate a variety of experimental approaches to problems in plant physiology.

Junior and senior course. Prerequisite, Biology 102 or permission of the department. Biology 206 is strongly recommended.

Hour

307 Advanced Cellular Biochemistry

This course will explore the organization and function of eukaryotic cells in terms of their molecular constituents. Metabolism, membrane biology, compartmentation, and organelle function will be discussed in relation to control mechanisms at the cellular and whole organism levels. The laboratory will provide an introduction to some widely used techniques in cell biology, such as autoradiography, cytochemistry, and characterization of organelles and membranes.

Lectures and laboratories, six hours a week.

Junior and senior course. Prerequisite, Biology 102.

Hour O Lab. section: Arr.

308 Advanced Ecology and Behavior: Animals

A field and laboratory course investigating topics in environmental and behavioral biology through group projects. Utilizing the facilities of the Hopkins Memorial Forest and the aquatic and behavior laboratories on campus, the course is designed to involve the students in integrated ecological research on such topics as: behavioral ecology of local animal populations, energy flow in terrestrial and stream ecosystems, and aquatic biology.

Equivalent of two laboratories per week. Prerequisite, Biology 201 or 208 and permission of the instructors. Limited to 12 students.

Hour RS

309 Endocrinology

Structure, function and regulation of vertebrate and invertebrate hormones; biochemical mechanisms of hormone action; integration of the neural and endocrine systems; recent advances in hormone research. The course will consist of lectures,
discussions and laboratories meeting throughout the semester. The course will include numerous readings in the original literature in lieu of a laboratory.

Lectures, discussions, three hours a week.

*Junior and senior course.* Prerequisite, Biology 102 and Biology 202 or by permission of the department.

*Hour C*  

**310 Immunology**

The biology of the immune response. Topics will include antigenicity, antibody structure and synthesis, the cellular basis of the immune response, ontogeny and phylogeny, tolerance, immunogenetics, and transplantation and tumor immunology.

Lectures and laboratories, six hours a week.

*Junior and senior course.* Prerequisite, Biology 203.

*Hour N Lab. sections: Tu., Wed.*

**402 Tutorial in Advanced Biology**

Each student will take four three-week tutorial sessions based on selections made by the student from topics offered by the staff. Tutorials in recent years have included topics in cellular biology, biochemistry, virology, neurobiology, social organization in animals, plant growth and form, evolution and the history of biology. Each tutorial requires the preparation of a short, written exercise.

*Senior course.* Required course in the major. Prerequisite, selected biology electives to assure completion of major.

*Hour L*  

**451-452 Senior Thesis**

Each student continues with a problem selected at the end of his junior year and prepares a thesis under the supervision of a member of the department.

**GRADUATE COURSE**

**501-502 Advanced Experimental Biology**

Modern techniques and recent developments of selected biological problems. The nature and scope of the problems and the methods employed to study them will be varied to suit the needs and background of the student in preparing him for further graduate work in the field.

*Hour Arr.*
CHEMISTRY (Div. III)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor J. Hodge Markgraf

Professor Compton, Professor H. Warren, Professor Markgraf, Associate Professor Moomaw*, Associate Professor Skinner, Associate Professor Chang, Assistant Professor Kaplan, Assistant Professor Stubbe**, Assistant Professor D. Chandler, Assistant Professor Kleier, Assistant Professor Jewett.

MAJOR PROGRAM

The Department has several separate but overlapping major programs which provide an opportunity for emphasis, at varying levels of intensity, on biochemistry, organic chemistry or physical chemistry. In addition, electives in Experimental Methods (Chemistry 304) and Inorganic Chemistry (Chemistry 405) are available. All programs make possible the election of two semesters of independent research leading to the candidacy for a Degree with Honors. The most common course sequences are outlined below, but students are invited to consult with departmental members regarding other possibilities.

Chemistry 101-102 (or 103-104) Concepts of Chemistry
Chemistry 201-202 Organic Chemistry

followed by
Chemistry 303 Advanced Organic Chemistry†
Chemistry 306 Physical Chemistry: A Biochemical Approach†
Chemistry 407 Biochemistry: Structural Aspects
Chemistry 408 Biochemistry: Dynamic Aspects and two semester courses from among the following: Biology 101, 102 or higher; Mathematics 107, 110 or higher; Physics 131, 132 or higher.

or followed by
Chemistry 301 Physical Chemistry: Thermodynamics
Chemistry 302 Physical Chemistry: Rate Processes
Chemistry 303 Advanced Organic Chemistry
Chemistry 401 Quantum Chemistry or Chemistry 407 Biochemistry: Structural Aspects
Chemistry 402 Physical-Organic Chemistry or Chemistry 408 Biochemistry: Dynamic Aspects

†Chemistry 303 and 306 may be replaced by Chemistry 301 and 302.

*On sabbatical leave 1975-76
**On leave 1975-76
In a variety of individual courses and sequential programs, an opportunity is provided for students to explore the nature and significance of chemistry, an area of important achievement in man’s quest for knowledge about himself and the world around him. The student is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of the important results, how these results are expressed and something of their significance within the fields of science and in the area of human endeavor as a whole.

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester freshman course of a general nature, or they may elect semester courses addressed specifically to “The Environment and the Physical Sciences” (Chemistry 200) or “An Invitation to Chemistry” (Chemistry 100F). The course in environmental chemistry may be incorporated into the Program in Environmental Studies of which it is a part. All courses in chemistry satisfy the Division requirement.

The major programs furnish preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, medicine and the medical sciences. They are also useful to those whose later professional or business careers may be related to chemical materials or processes. Students considering a major in chemistry should consult with a member of the Department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

With the aid of advanced placement credit, and with the permission of the Department, it is possible to elect during the freshman year Chemistry 201-202 (Organic Chemistry) or one of the courses in physical chemistry.

For a student planning graduate study in chemistry a reading knowledge of German, Russian or French is strongly recommended. The American Chemical Society has prescribed minimum requirements for a Bachelor of Arts degree with a major in chemistry for students who wish to continue with graduate study or to enter the chemical industry as a chemist. These minimum requirements may be met by electing 101-102 (or 103-104), 201-202, 301, 302, 303, 304, 401 (or 407), 402 (and their prerequisites in Mathematics and Physics).

THE DEGREE WITH HONORS IN CHEMISTRY

The Degree with Honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a staff member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the Degree with Honors take the following in addition to the major program listed above:

Chemistry 451, 452 Senior Research and Thesis
Senior Year Winter Study Project in Research and Thesis

The opportunity to undertake research and thesis work in the junior year is available to specially qualified students.
The Honors degree is awarded for academic achievement of an original and innovative nature, and the degree with Highest Honors for work of a truly outstanding nature.

In order to be recommended for the Degree with Honors, a student is normally expected to have completed the equivalent of two semesters and a WSP of independent research culminating in a thesis which is judged to be acceptable by the Department. The principal considerations in admitting a student to a program of independent research will be mastery of fundamental materials and skills, ability to pursue independent study successfully and demonstrated student interest and motivation. Under exceptional circumstances the Department may accept proposals other than a thesis which testify to high levels of performance. Such alternatives should be discussed with the Department before the end of the student's junior year.

EXCHANGE AND TRANSFER STUDENTS

Students from other institutions wishing to register for courses in chemistry involving college level prerequisites should do so in person with a member of the Chemistry Department staff. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

100F An Invitation to Chemistry

This course is designed for students with little or no background in science who do not intend to pursue a career in the sciences. It provides an introduction to the principles of chemistry and scientific methodology that are essential to understanding current topics in biochemistry, medicine and technology of particular interest to the layman. Special emphasis is placed on the chemistry of oxygen and its role in our physical and biochemical environments.

Lectures, three hours a week; no laboratory.

Hour M

101-102 Concepts of Chemistry

The aim of this course is to provide a general introduction to chemistry for those students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. In addition to presenting an overview of chemical concepts, the course provides the foundation for the further study of organic and physical chemistry, and it gives special attention to the principles of qualitative and quantitative analysis.

The principal topics include chemical bonding, molecular structure, stoichiometry, chemical equilibrium, and related applications.
Laboratory work comprises a system of qualitative analysis and quantitative techniques, including electrical and optical measurements.

Lectures, three hours a week; laboratory, three hours a week.

NOTE: Students who have not had secondary school chemistry should consult with the instructor.

Hour B Lab. sections: Mon., Tu., Wed., Th.

103-104 Concepts of Chemistry: Advanced Section

The aim of this course, closely paralleling that of Chemistry 101-102, is to provide a firm foundation in chemistry for those students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring in some depth the fundamental ideas of chemistry as part of their general education. The course is designed to capitalize on the background of those students with sound preparation in secondary school chemistry and to provide maximum diversity and depth of coverage. The course provides the foundation for the further study of organic and physical chemistry, and it gives special attention to the principles of qualitative and quantitative analysis.

The principal topics include molecular structure, states of matter, chemical equilibrium, thermodynamics, kinetics and stoichiometry, and applications drawn from areas of contemporary interest including biochemistry and the environment.

Laboratory work comprises a system of qualitative analysis and quantitative techniques, including electrical and optical measurements.

Lectures, three hours a week; laboratory, three hours a week.

Permission of the instructor required.

Hour B Lab. sections: Mon., Tu.

First semester: Chang
Second semester: Kleier

200 The Environment and the Physical Sciences

The purpose of this course is to introduce persons not majoring in the sciences to those aspects of the physical sciences that pertain to environmental studies and the problems of environmental pollution. The chemical nature and interactions of organisms, ecosystems, and technological systems are studied. Case studies of the presence and effect of pesticides, drugs, food additives, radioactive residues, combustion products, and other chemical substances in our air, water, and land environment illustrate a range of environmental issues. Students are encouraged to develop some ability to assess critically scientific and technical arguments pertaining to current environmental problems. The role of scientific laws in determining natural and technological processes and the limitations these laws place on solutions to environmental problems are discussed.

Lectures, three hours a week. Although no laboratory is required, interested students may undertake an individual or group project in place of a paper.

Hour M Skinner
201-202 Organic Chemistry

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences or the health professions. It comprises the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The coordinated laboratory work includes organic synthesis, structure-reactivity studies and the identification of unknown compounds.

Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 101-102 (103-104).

H. Warren

301, 302 Physical Chemistry

The following two courses provide a thorough introduction to physical chemistry. Students who wish to explore the physical aspects of chemistry in greater depth than provided by 306 are urged to consider 301, 302. This pattern of course elections is particularly appropriate for those students who have taken Chemistry 103-104.

The focus of thermodynamics in 301 makes this course of special interest to students considering careers in biochemistry, biology, geology, engineering and physics. Freshmen, sophomores and other students not meeting the formal prerequisites listed below, but who possess the basic skills provided by those courses, may register for 301 with the instructor’s approval.

301 Physical Chemistry: Thermodynamics

The laws of thermodynamics are used to develop criteria for the extent and direction of spontaneous change and the requirements for equilibrium in physical, chemical, and biochemical systems. The macroscopic properties (energy, entropy, free energy, and temperature) are related to molecular properties by the use of the kinetic theory of gases, the particle distribution laws, and the partition function of statistical mechanics. Laboratory experiments which investigate chemical and phase equilibria provide quantitative, practical demonstrations of the theory of real and ideal systems studied in class.

Lectures, three hours a week; laboratory, four hours a week.
Prerequisites, Chemistry 101-102 (103-104), a basic knowledge of applied integral and differential calculus such as provided by Mathematics 107, 110 and some basic mechanics such as provided by Physics 131, 132 (or 142).

D. Chandler

302 Physical Chemistry: Rate Processes

This course considers time-dependent phenomena and their molecular interpretation. The nature of intermolecular forces and the molecular properties of gases, liquids, and solids are considered in developing an understanding of chemical kinetics.
and transport phenomena such as diffusion, viscosity, thermal conductivity, and electrical conductivity both in solids and solutions. The properties of some special systems such as biological and synthetic polymers, electrolyte solutions, and the glassy state are discussed. Quantitative laboratory experiments and consultation of the scientific literature provide the background necessary for carrying out a theoretical or experimental project.

Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 301.

303 Advanced Organic Chemistry

The aim of this course is to develop an understanding and an appreciation of the strategy of complex organic syntheses. Modern synthetic organic reactions are surveyed, including the use of blocking and activating groups. The principles of stereochemistry and the mechanisms of condensations are applied to the design of synthetic routes to such naturally occurring substances as terpenes, steroids, and alkaloids. Each student chooses an article from the current literature and analyzes the approaches involved.

Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 201-202. Open to sophomores with permission of the instructor.

304 Experimental Methods in Chemistry

The modern instrumental methods available for the quantitative determination of atomic and molecular properties are discussed. The course covers a range of experimental methods, including absorption spectroscopy, chromatography, electrochemistry and magnetic resonance, with applications in numerous areas of scientific investigation.

Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 301. Open to sophomores with permission of the instructor.

306 Physical Chemistry: A Biochemical Approach

This course is designed to introduce the principles of physical chemistry to students primarily interested in biochemistry or the medical professions. Topics of physical chemistry are presented from the viewpoint of their applications to biochemical problems. Included are discussions of thermodynamics and biochemical energetics, prop-
Chemistry

Properties of solutions and electrolytes, electrochemical cells and biological oxidation-reduction systems, chemical kinetics and enzyme action.

Lectures, three hours a week; laboratory, four hours on alternate weeks.

Prerequisites, Chemistry 101-102 (103-104), Mathematics 107 (or equivalent).

Open to sophomores with permission of the instructor.

Hour D Lab. sections: Mon. Tu.

401 Quantum Chemistry

This course introduces the student to the basic principles of quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon developing an understanding of the quantum mechanical basis for classical chemical concepts and extending it to current research applications. The laboratory covers a range of optical and magnetic resonance spectroscopy experiments. Slightly more than half the semester is devoted to these experiments, and the rest of the term is available for an individual theoretical or experimental project.

Lectures, three hours a week; laboratory, four hours a week.

Prerequisites, Chemistry 301, 302.

Hour L Lab. section: Th.

402 Physical-Organic Chemistry

This course is designed to extend the cumulative background derived from previous courses to the understanding of organic reaction mechanisms. Such topics as delocalized bonding, aromaticity, acidity, stereochemistry, criteria for establishing reaction mechanisms, and correlations of reactivity with structure are included. Nucleophilic substitutions, molecular rearrangements, and pericyclic reactions are examined in detail.

Lectures, three hours a week; laboratory, four hours a week.

Prerequisite, Chemistry 303.

Hour L Lab. section: Th.

405 Inorganic Chemistry

The fundamentals of atomic theory and the valence bond, ligand field and molecular orbital theories for interpretation of chemical bonding are considered in detail. Applications of these theories to the magnetic and spectral properties, structure, stability and reaction mechanisms of inorganic compounds with emphasis on the transition metals are reviewed.

Lectures, three hours a week; no laboratory.

Prerequisite, Chemistry 301, 302.

Hour D
407 Biochemistry: Structural Aspects

The application of the principles of organic and physical chemistry to the study of biological systems. This course provides an understanding of biochemistry important to those students considering postgraduate study in medicine, biochemistry or related fields. Emphasis is placed on the chemistry of carbohydrates, lipids, proteins, amino acids and nucleic acids and other materials of biochemical interest. The principles and methods of biophysical chemistry are presented with emphasis on their application to the behavior of macromolecules in solution. The laboratory work includes a study of the structure of macromolecules by spectroscopic hydrodynamic, electrophoretic and chromatographic techniques.

Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 201-202, 306 (or 301) or permission of the instructor.

Hour C Lab. sections: Mon., Wed. KAPLAN

408 Biochemistry: Dynamic Aspects

This course continues the treatment of biological macromolecules by considering their in vivo function and regulation. The chemical basis of enzymatic catalysis is presented through discussion of enzyme kinetics, mechanisms and regulation of enzyme action, coenzymes and intermediary metabolism. In addition bioenergetics, transport across membranes, subcellular organization and other selected topics of molecular biology are discussed. The laboratory work includes a cumulative experiment involving the isolation of an enzyme, its use in the synthesis of a polynucleotide which in turn is used in the synthesis of a polypeptide.

Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 407 or permission of the instructor.

Hour C Lab. sections: Mon., Wed. JEWETT

RESEARCH and THESIS COURSES

351, 352 Junior Research and Thesis

451, 452 Senior Research and Thesis

Individual research projects in a field of interest to the student are carried out under the direction of a staff member and culminate in a thesis.

397, 398 Independent Study

497, 498 Independent Study

Individual research projects in a field of interest to the student are carried out under the direction of a staff member.

Senior Winter Study Project in Research and Thesis
CLASSICS (Div. I)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor C. Fuqua

Professor Fuqua, Associate Professor Stambaugh*, Assistant Professor Rice, Lecturer D’Amato.

MAJOR PROGRAM

The major in Classics is designed to provide a liberal and comprehensive view of the ancient world for the general student, suitable training and preparation for those students who intend to continue their study of the Classics in graduate programs, and an appropriate background in the field for those who desire to combine their studies in the department with other disciplines. Students may concentrate their studies in either Latin, Greek or both languages. Those students who intend to continue their studies in the field are encouraged to develop their proficiency in both languages since most graduate programs assume a knowledge of Latin and Greek upon entrance. The sequences in Latin and Greek are designed to initiate and develop the students’ command of the languages, to acquaint them with some of the masterpieces of Greek and Latin literature, and to further their understanding of the techniques used in the study of classical antiquity. The minimum requirement for the major is nine courses. The courses in translation are intended to offer a more general context and perspective to which the students may relate their studies in the classical languages.

Students majoring in Classics will be encouraged to do independent study. This study may be in the form of research on a specific topic or readings in a particular period or author. Independent study may be done in the context of the regular semester or the Winter Study Period. Majors will have the opportunity to study in Rome for one or two semesters at the Intercollegiate Center for Classical Studies administered by Stanford University.

Sequence courses

1) For those whose primary interest is Greek:
   Six courses in Greek (three of which are to be on the 400 level)

2) For those whose primary interest is Latin:
   Six courses in Latin (three of which are to be on the 400 level)

NOTE: When a student studies both languages, the requirement for three courses on the 400 level may be fulfilled by a combination of Greek and Latin courses.

Upon consultation with the department this requirement may be modified to accommodate an individual student’s program when this student desires to combine

*On sabbatical leave 1975-76

-150-
studies in the department with another field or to pursue a specific interest in a particular genre, period or problem.

Parallel courses

The following courses offered by members of the department may be used to complete the requirements for the degree:

(a) Classics 101, 102 Classical Literature in Translation
(b) History 216, 218 Greek and Roman History
(c) Classics 322 The Ancient Near East
(d) Classics 324 Greek and Roman Archaeology
(e) History 325 Studies in Ancient History
(f) Classics 331 Pre-Romanesque Art
(g) Classics 366 Classical Drama and Its Influence

In addition, students may select appropriate courses dealing with the area and period from other departments. Examples of such courses are:

(a) History of Ideas 101 The Greek Idea of Human Excellence
(b) Philosophy 201, 202F Plato, Aristotle
(c) Religion 204 The Jewish Bible and Christian Old Testament

The preceding list should not be considered as all-inclusive; to pursue a special interest in a particular period or genre other courses may be selected to complete the major. The major programs of all students require approval of the department.

THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will be encouraged to present a thesis or to pursue appropriate independent study. This thesis or independent study will offer students an opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work and may also include relevant work with members of other departments. To be awarded the degree with honors in Classics, the student will be expected to have demonstrated original or superior ability in their studies in the field.

COURSES CONDUCTED IN ENGLISH

101, 102 Classical Literature in Translation

First semester: An introductory study of the masterpieces of classical Greek literature from Homer to Plato and the development of the culture that produced them.
Classics

Second semester: A survey of Roman literature from its beginnings in the Republic to Apuleius. Special emphasis will be placed on the qualities which distinguish Roman literature from its Greek predecessors.

Open to all classes. History of Ideas parallel course.

History 216 Greek History (Not offered 1975-76.)
(For course description see History 216.)

History 218 Roman History
(For course description see History 218.)

History 322 The Ancient Near East (same as Art 322) (Not offered 1975-76 and 1976-77; to be offered 1977-78.)
An approach to ancient Egypt, Mesopotamia and neighboring lands through the visual arts. A major concern will be to consider the works of architecture, sculpture and painting in relation to developments in political and intellectual history.
Lectures, discussions and readings in primary and secondary materials.
Sophomore and junior course. Prerequisite, Art 101 or a course in Classics.
History of Ideas parallel course.
Hour

History 324 Greek and Roman Archaeology (same as Art 324) (Not offered 1975-76; to be offered 1976-77.)
A survey of the major monuments and stylistic developments of ancient art from the Bronze Age to the fourth century A.D. Through lectures, discussions and assigned projects, the course also considers techniques of excavation, problems of interpretation, and methods of cultural reconstruction.
Sophomore and junior course. Prerequisite, Art 101 or a course in Classics.
Hour

History 325 Studies in Ancient History
(For course description see History 325.)

331 Pre-Romanesque Art (same as Art 331)
The development of Western art from the early middle ages to about the year 1000. The course will include a brief survey of the Graeco-Roman period aimed at
underlining the gradual transformation of classical principles into the late antique
and medieval styles. Moments of conscious revival of classical antiquity will be em-
phazized, particularly the "Carolingian Renascence."

Sophomore and junior course. Prerequisite, Art 101 or a course in Classics. History
of Ideas parallel course.

Hour D

366 Classical Drama and Its Influence (same as English 366)

The course will first deal with the origins and development of Greek and Roman
drama, using representative plays as paradigms. It will then consider selected mani-
festations of the classical impulse, in the English and continental theatre of the six-
teenth and seventeenth centuries, and in the modern theatre. The importance of
the plays as theater pieces will be stressed, and each student will be expected to
participate in at least one staged reading in addition to completing two short papers.

Sophomore and junior course. Prerequisite, English 101 or a course in Classics.

History of Ideas parallel course.

Hour M

GREEK (Div. I)

101-102 Introduction to Greek

A study of the fundamentals of Attic Greek to enable the student to read selected
works of Greek literature during the second semester.

Freshman course. For students who are beginning Greek or have studied less than
two years of Greek in secondary school.

Hour O

201 Homer

Selections from the Iliad will be read and discussed in class in an examination of
the epic not only in its own right but also as one of the most important sources of
ideals that guided the growth and development of Greek civilization.

Sophomore course. Prerequisite, Greek 101-102 or two years of Greek in secondary
school.

Hour B

401, 402 Topics in Greek Literature

Selected readings in specific areas of Greek literature. The content of these courses
will vary from year to year and may be elected more than once for credit.
Classics, Latin

For 1975-76 the topics are:

First semester: Plato: *The Symposium:* An examination of one of Plato’s most successful literary compositions. Attention will be paid to the dialogue’s position in the Platonic corpus, its literary and artistic construction, and its subsequent effect on classical and other literatures. Relevant supporting material in translation and appropriate secondary sources will be read to enhance our understanding of the text.

Second semester: The Poetry of the Scholars: A study of the rich, somewhat overwrought poetry produced largely as a result of the academic environment of the Alexandrian Library. The rivaling aesthetic principles of Callimachus and Apollonius of Rhodes, the bucolic poetry of Theocritus, Bion and Moschus as well as selections from the Greek Anthology will be examined both in the original and in translation. Consideration will also be given to the tremendous influence this poetical tradition exerted on Roman, Medieval and Renaissance literature.

*Hour R*

LATIN (Div. I)

101-102 Introduction to Latin

A survey of the fundamentals of Latin grammar and an introduction to reading Latin literature.

First semester: A series of ten self-paced Keller plan units and quizzes, supplemented by weekly class meetings for lectures on the development of the Latin language and for practice in reading.

Second semester: Readings in Latin literature of gradually increasing difficulty, chosen in accordance with the interests of members of the class to improve the student’s facility in reading Latin and to provide exposure to a variety of Roman authors. NOTE: This course is appropriate as an introduction for those who wish to begin the language in college and as a review for those with three years or less of secondary school Latin. Due to change in instructors there is the possibility that the Keller Plan may not be used in first semester 1975-76.

*Freshman course.*

Hour C

201 Catullus and Elegy

An examination of the masterpieces of lyric expression in the works of Catullus and the poems of the Roman elegists. Goals are to develop facility in reading Latin
verse, appreciation of the poetic qualities of the Latin language, and understanding of Roman conceptions of love.

Sophomore course. Prerequisite, Latin 101-102. This course is also open to students who have studied four years of Latin in secondary school or three years with permission of the department.

Hour C

401, 402 Topics in Latin Literature
Selected readings in specific areas of Latin literature. The content of these courses will vary from year to year and may be elected more than once for credit.

For 1975-76 the topics are:

First semester: Late Latin Literature. The writings of key figures from the last years of the Roman empire. Standard-bearers of the dying pagan tradition, such as Ammianus Marcellinus, Ausonius, Symmachus and Claudian, as well as the Christians Paulinus of Nola, St. Augustine and Prudentius will be read in both the original and in translation in an attempt to characterize the complex transitional phase from pagan to Christian culture.

Second semester: Vergil's Aeneid. A study of the greatest literary work of classical antiquity and the literary, cultural, social, and political forces that produced it.

Hour T

First semester: D'Amato
Second semester: Fuqua

CLASSICS (Div. I)

451, 452 Senior Thesis
Recommended for all candidates for the degree with honors. This project may be of either one or two semesters duration.

Members of the Department

497, 498 Independent Study in Classics
Students with permission of the department may enroll for independent study on selected topics not covered by current course offerings. As part of their work, students will be expected to report on the progress of their work in the departmental colloquium scheduled during the semester.

Hour Arr.

Members of the Department
COMPARATIVE LITERATURE (Div. I)

The program in Comparative Literature is designed for students who wish to pursue the study of literature through a systematic combination of two national literatures. The scope of this subject allows the student to examine qualities of literature not restricted to national, linguistic and cultural units; it also enables the student to see, in a broad context, what qualities are peculiar to the literatures of particular cultures.

The program is interdepartmental, but not interdisciplinary. Its subject is the study of literature, but this study will be pursued within two separate departments of language and literature. In one of the departments, the student will complete a conventional major. This subject will be the major field. In a second department he will take six literature courses. This will be the minor field. The specifics of this curriculum will be arranged with the help of a faculty advisor.

This interdepartmental structure will be supplemented and organized by two additional courses. One of these will be a Winter Study Course in Comparative Literature. The second is Comparative Literature 201, *An Introduction to Comparative Literature*. Furthermore, the student will be asked to complete some synthetic project during his senior year.

Prerequisites for admission to the program: 1. If English is to be one of the two fields, the student must have a reading knowledge of one foreign language that is equal to that required by departments of language and literature as prerequisite to courses in *literature*. In other words, the candidate must be able to read French as well as a student who qualifies for French 109, or Spanish as well as a student who qualifies for Spanish 107, etc. 2. If English is not to be one of the two fields, the student must, in most cases, demonstrate the above proficiency in two foreign languages. However, if such a student has satisfied the prerequisites for his major field, but has not quite completed them for the minor field, he may request a brief postponement of the latter. The prerequisites for the minor field must then be satisfied with the least possible delay so that the student can begin to take the six *literature* courses required for the completion of this part of the program.

201S  *An Introduction to Comparative Literature*

This course will be an introduction to the possibilities and techniques of Comparative Literature. Its major focus, however, will be on questions surrounding the nature of translation. We will try to discover what the limits of translation are, what elements of literature are translatable and what elements are not. Prerequisites are identical with those noted above for the program. Students who select English for their major field must have completed English 101. This course satisfies only one requirement for Comparative Literature majors. English majors who are not enrolled in the Comparative Literature program, however, may take it for credit from the English Department.
COMPUTER-RELATED COURSES

In addition to a few courses whose object is to study certain aspects of the computer itself, there are a number of courses which make use of the College’s IBM 1130 and Xerox 530 computers, either as an integral part of the course, or as an aid to solving problems connected with the course. These courses are listed below. Further details may be found in the departmental listing of the course.

During the Winter Study Period there will be various computer related projects. In addition, non-credit courses in FORTRAN are offered every semester and Winter Study Period by the Computer Laboratory.

**Computer-Science and similar courses**

- History of Science 232 Computers and Society
- Computer Science 331 Programming Languages
- Computer Science 332 Programming Theory
- Mathematics 231 Computing

**Other Computer-Using Courses**

- Biology 201
  - The computer is used in conjunction with laboratory problems.
- Chemistry 301, 302, 304, 401, 405
- Economics 305, 352, 359, 503, 504
  - The computer is used to solve statistical problems.
- Geology 103, 202, 301, 354, 401
- Mathematics 330
- Physics
  - There are two or three computer laboratories in the introductory courses which introduce students to the use of the computer to solve problems and analyze data. Physics students are encouraged to continue to use the computer for their purposes in later courses.
- Political Science 202, 401, 402
- Psychology 201
  - The computer may be used to make statistical calculations.
DRAMA (Div. I)

Departmental Staff for 1975-76

Chairman, Associate Professor J.-B. Bucky

Associate Professor Bucky, Assistant Professor Boyd, Lecturer Jeter, Part-time Instructor Moyer.

Williams does not presently offer a major in Drama. However, students regularly go on to graduate study in Drama/Theatre as a result of participation in a production-oriented Drama program supplemented by course work in Music, Art, English, Foreign Languages or other related areas.

The production arm of the Department of Drama consists of two separate programs operating under the supervision of the departmental faculty. The Williams College Theatre produces major productions on the main stage of the Adams Memorial Theatre throughout the academic year. The Studio Theatre program functions primarily as a laboratory for those students interested in pursuing independent work in acting, directing, or design. Participation in acting or technical work is open to all members of the Williams College community.

For students considering advanced work in Drama, early consultation with the department is essential. Intensive theatre study is available in the resident semester program of the National Theatre Institute, with which the Drama department is affiliated. Advanced students may apply to join the professional summer theatre company of the Williamstown Theatre. A few scholarships are available for such students.

Courses at the 100 level are open to all classes; 200 and 300 level courses require at least sophomore and junior standing respectively.

101 Introduction to the Theatre

A basic study of the nature of theatre, the drama, and elements of the collaborative art of stage production. This will include theories of acting, directing, and design. Selected plays from several historical periods will be read with the emphasis upon theatrical interpretation.

Hour D

102 (formerly 203) Introduction to Technical Theatre

An intensive study of all aspects of technical theatre including scenic layout, stagecraft, rigging, and technical design. Studio work in the shops of the theatre is required.

Prerequisite, Drama 101 or permission of the instructor.

Hour M

Members of the Department

Moyer
204 Scenic Design

A study of basic scenic design. This course will consider the design process by which a dramatic text is translated into a visual concept and then a completed stage setting. Emphasis is placed on student design projects and studio work in the shops of the theatre.

Prerequisite, Drama 101, 102 or permission of the instructor.

Hour N

Jeter

205 Stage Lighting Design

An introduction to the art of stage lighting. Basic design principles are considered after a thorough review of instrumentation, color theory and script analysis. Individual projects, as well as production work in the theatres of the Adams Memorial Theatre, are required.

Prerequisite, Drama 101, 102 or permission of the instructor.

Hour N

Jeter

207, 208 Acting

This course deals with the art and craft of the actor, from the point of view both of the development of technical skills, and the exploration of intellectual and emotional resources required in acting. Included will be an intensive study of voice and movement, the problems of relaxation on stage, techniques of improvisation, characterization, performance styles, textual analysis, and scene study. Students may receive credit for 207 alone. However, 207 is prerequisite for 208. Enrollment limited to 15.

Prerequisite, Drama 101, 102 or permission of the instructor.

Hour T and R Mon.

Boyd

209 Studies in Dramatic Literature (same as English 365)

A study of important works of dramatic literature, with special emphasis upon theatrical interpretation. The body of works selected will represent a common historical period, style, playwright or nationality.

In 1975-76: Visions of the Modern Theatre: Brecht and Ionesco

Prerequisite, Drama 101 or permission of the instructor.

Hour M

Notman
Drama

307  Stage Direction

An introduction to the resources available to the Stage Director for the translation of an interpretive idea into a stageworthy conception. Directorial concerns such as movement, picturization, rhythm and business, as well as elements of textual control and dramatic structure, will be studied in detail. Committed participation in the preparation and performance of production exercises will be required.

Prerequisites, Drama 207, 208 or permission of the instructor.

Hour SW

308  Directing Workshop

A studio workshop dealing with the preparation, rehearsal, performance and evaluation of brief dramatic scenes and one-act plays. The focus will be on the director's confrontation with the dramatic text, the actors, and the controls chosen in support of his interpretive conception.

Prerequisite, Drama 307.

Hour S

311, 312  Special Projects in Theatre

Individual creative work based on the background and demonstrated talent of the student working under the guidance of a member of the department to complete a project in acting, directing, design or playwriting. The project must be decided by mutual consent of instructor, student and department.

Prerequisites, supporting course work in Drama and active participation in production and permission of the instructor.

Hour Members of the Department

Of interest to advanced students:

THE NATIONAL THEATRE INSTITUTE

The Department of Drama is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College, and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Center in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.
ECONOMICS (Div. II)

Departmental Staff for 1975-76

Chairman, Professor H. J. Bruton *

Acting Chairman, Professor R. E. Bolton


Major Program

Economics 101 Introduction to Economics
One Economics course numbered 202 to 219S
Economics 251 Price and Allocation Theory
Economics 252 Income and Growth Theory
Three Economics electives, of which at least two must be selected from the advanced electives numbered 351 to 383
Economics 401-402 Social Policies and Economic Research

or

Economics majors may choose a third advanced elective in place of Economics 402. Anyone wishing to choose this option should consult with the Chairman of the Economics Department prior to registration.

The primary objectives of the major are to develop the student's understanding of economic aspects of contemporary life and to equip him to analyze economic issues of social and public policy. The introductory course stresses use of the basic elements of economic analysis for understanding and resolving such issues. In the following semester the student normally chooses one of the 200-series courses, in which economic analysis is applied within a particular field. The two required theory courses then provide a more thorough grounding in economics as a discipline - by examining the strengths and weaknesses of the price system in allocating economic resources, and by examining the aggregate processes which determine employment, inflation, and growth. At least two electives must be taken at an advanced level, applying parts of the theory learned in the required theory courses. In the senior course the student first studies a series of current policy problems, applying analysis and research methods, and then participates in an intensive small-group research project on a problem of particular interest to the students involved.

*On sabbatical leave 1975-76
**On leave second semester 1975-76
***On sabbatical leave first semester 1975-76
Economics

NOTE: The department strongly urges majors to take at least one course in statistical analysis. Graduates have found such preparation useful for graduate, law, or business school, and also for gaining employment. Economics 305 or 351 is excellent preparation; departmental advisers can discuss them or alternatives at registration.

THE DEGREE WITH HONORS IN ECONOMICS

To be admitted to candidacy for the degree with honors in economics a student must demonstrate (through written or oral evidence) to the satisfaction of the department his potential for honors work. A student may be designated as graduating with honors if initiative and excellence are demonstrated in at least two of the following ways:

1. Consistently superior performance in economics courses (including WSP), reflected particularly in classroom contributions and papers.

2. Outstanding performance in an independent study project, a thesis, a WSP 99 in economics, or a student initiated course in economics.

3. Outstanding performance in at least two of the papers and other activities required in the 402 course and the two advanced electives (courses numbered 351 to 383) which are required in the major.

4. Outstanding performance in leading discussion and tutoring students as part of the responsibilities as a teaching assistant in Economics 101, on which an oral or written report must be prepared.

5. Valuable experience during the summer or part-time on a job with substantial economic content, on which an oral or written report is prepared.

6. Valuable experience during the academic year in an extracurricular project with substantial economic content, on which an oral or written report must be prepared.

AFRO-AMERICAN STUDIES AND AREA STUDIES

Students majoring in economics who wish credit for a concentration in Afro-American or Area Studies may take either four regular courses in the field of concentration or three such courses plus one winter study project. In either case, one of the courses taken must be in economics. This program as a whole (including the economics course in Afro-American or Area studies) may replace two of the electives required of majors who do not register for such a concentration.

101, 101S Introduction to Economics

An introduction to economic analysis that stresses its value in understanding current issues of social and public policy. The central theme is how and why markets work; why they may fail to work; and the implications for social policies of both their successes and failures. Among the markets to be examined are: the market for human labor (including professional and managerial labor) that largely determines who is in poverty and who is affluent; the markets for goods and for capital; the
markets for clean air and water; the market for national product that largely determines employment, inflation, and growth; and the international markets in goods and in finance. The course emphasizes the basic elements of economic analysis which help to clarify policy issues in these markets.

The department recommends that students follow 101 or 101S in the next semester or the following one with an economics course numbered from 202 to 219S, in which economic analysis is reinforced and applied within a particular policy field.

Freshman course.

**Hours**

101: L, M, N, O, R, T

101S: L, M, N, R, T

**Gates, McFarland, Anderson**

**Kershaw, Bartlett, M. Over**

**NOTE:** All courses numbered 202 to 219S are open to freshmen who have completed Economics 101.

[202 The World Economy (Not offered 1975-76; to be offered 1976-77.)

Major policy issues in the economic relations among nations in the world economy. Changing patterns of trade and financial flows among such groups of countries as the United States, Western Europe, Japan, the Communist countries, and the developing countries. Relationships between international trade and domestic efficiency, incomes and progress. The current U.S. balance of payments problem. The crisis in the world monetary system and the impact of reforms on future international economic relations.

Prerequisite, Economics 101.

**Hour**

McFarland]

204 Economic Development

Introduction to development problems of poor countries and consequences for the international order. In 1975-76 particular attention will be given to Southeast Asia and Africa. Causes of low productivity and low incomes, and comparisons with the historical experience of developed countries. Effect of past and present policies of developed countries toward the poor countries. Major emphasis on alternative strategies of development and current policy problems. Topics include: role of industrialization, the role of planning, land reform, population growth, foreign aid and investment. Emphasis on social and political as well as economic aspects of development.

Prerequisite, Economics 101.

**Hour**

Clark

205 Public Expenditures and Taxation

Economic functions of government expenditures and taxes in the American economy. The tax structure from the standpoints of social equity, economic efficiency, and contributions to economic stability and growth; issues of tax reform; revenue sharing as an approach to the financial problems of a federal system of government. Impli-
Economics

cations of tax and income maintenance policies for income distribution and allevia-
tion of poverty and economic insecurity. Theory and practice in efficiently providing
public services and investments in such areas as national defense, education, high-
ways, and natural resources.
Prerequisite, Economics 101.

Hours  M, S

208  Modern Corporate Industry
Role of the large corporation in the American economy. Questions of size of
firm, organization of markets, corporate research, advertising, and pricing practices
from the point of view of their efficiency and social implications. Managerial mo-
tivation and control within the large corporation. Restraints imposed on corporate
behavior by competition, possibilities of new entry, antitrust policy, and government
regulation.
Prerequisite, Economics 101.

Hours  L, N

209S  Labor Economics
Orthodox theories of labor markets, including determinants of labor force partici-
pation, theory of human capital, the relationships between unemployment and other
macroeconomic variables. Problems posed for the theories by divergence between
theory and existing institutions. Considerable attention to trade unions, possibly
including: history and present structure of unions, labor law, collective bargaining,
unions' effects on wages and productivity, Teamsters v. United Farm Workers, low
income and public employee unionism, blacks and women in unions.
Prerequisite, Economics 101.

Hours  N, R

214F  Economics of Poverty
As our basic format, we shall compare and contrast the conservative, liberal, and
radical theories of poverty and the policies they recommend. The central emphasis
will be on application of economic analysis to poverty problems, though some social,
political, and psychological aspects will be considered. Some specific topics we shall
cover are: regional poverty, social discrimination, the welfare system and proposals
for reform, ghetto economic development, the role of education, and job training
and unemployment.
Prerequisite, Economics 101.

Hour  T

216  Urban and Regional Economics
Through an initial foray into the history of urbanization in the United States, we
will try to isolate those economic forces which have shaped the present spatial dis-

- 164 -
tribution of activities both across the country and within the cities. We then turn
to an examination of the many pressing issues which confront the modern city –
transportation networks, housing and urban renewal, racial conflict, and tax prob-
lems and fiscal stringency, to name a few. In our examination of public policy issues
we will compare and contrast the conservative, liberal and radical points of view
both on causes and on possible solutions.
Prerequisite, Economics 101.
Hours R, U

217 Economics of the Environment

Man's relationship to his environment has not been a symbiotic one. We will
want to begin by examining the historical and economic nature of this relationship,
with specific reference to how it has been degraded by institutional deficiencies.
This will lead us into the role of government in (1) preserving the wilderness and (2)
controlling the pollution of our air, land and water. A sample of discussion topics
includes: growth vs. the environment, population control, industrial pollution, auto-
mobile pollution, solid waste disposal, and the future of national parks.
Prerequisite, Economics 101.
Hour L

Tietenberg

219S Economic Development of the United States (Not offered 1975-76.)

Basic economic theory will be used to gain insights into the historical dramatic
process of development in the United States, the problems created by development,
and the measures taken by the American people to meet those problems. Topics
studied will include the great transition from a rural, agricultural to an urban, in-
dustrial economy, the concentration movement and changing nature of market; the
evolution of fiscal and monetary policy; poverty and the inequality of income, and
the growing functions of government. There will be two hour tests and a final in this
course. A medium length term paper may be substituted for the second hour test.
Prerequisite, Economics 101.
Hours

Gates

251, 251S Price and Allocation Theory

The influence of relative prices on the behavior of workers, consumers and firms,
and the role and limitations of prices in the allocation of scarce resources to alterna-
tive uses. The functional distribution of income. Determinants of international
specialization in production. General equilibrium and welfare economics. A (too
brief) consideration of alternatives to Western price-incentive systems.
Sophomore course. Prerequisite, Economics 101.
Hours 251: B, L, N (Hour B, Keller Plan – this section is limited to 50.)
251S: B

Tietenberg, McPherson

Williams
Economics

[252F], 252 Income and Growth Theory (252F not offered until 1976-77.)

The theory of the determination and growth of national income and employment. The role of money and the financial markets. The theory of inflation and business fluctuations, and their role in the process of economic growth. Evaluation of the theory in light of empirical evidence. Public policies to achieve stable growth at full employment, without serious inflationary or balance of payments strains.

Sophomore course. Prerequisite, Economics 101.

Hours L, M, S, C and D

305 Economic Statistics

The meaning of economic statistics – a non-mathematical introduction to the use of statistical methods to test economic principles. Conceptual problems associated with the measurement of demand and supply functions and the distribution of income; the interpretation of econometric studies of such questions as the effect of growth on employment and the value of the multiplier in the United States. Demonstration of the use of computer programs.

Sophomore and junior course. Prerequisite, two courses in economics. (Not recommended for students who have taken Mathematics 140.)

Hour N

311 Imperialism

Standard economic theories of imperialism (Hobson, Lenin, Hillferding); more recent Marxist theories (Haya de la Torre, Lange, Baran and Sweezy, Magdoff, Frank); critiques of those theories. Competing noneconomic theories of imperialism (Arendt, Cobban, Morgenthau, Hoffman, et. al.); liberal criticism of the current international economic system (Myrdal, Singer, Prebisch). Specific problems such as private foreign investment (oil, United Fruit, etc.); the role of international agencies such as the IMF and IBRD; international aspects of “military-industrial complexes”; economic boycotts as instruments of foreign policy.

Sophomore and junior course. Prerequisite, two courses in economics. Enrollment limited to 35.

Hour R

313S Economic Philosophies

A study of alternative systems of economic thought and belief, emphasizing relationships between economic doctrines and broader conceptions of social philosophy. We shall focus on two broad traditions. The first is associated with the defense of capitalism and the “liberal” reform of capitalist institutions, and includes Smith, Mill, Marshall, and Keynes. The second is associated with the radical critique of capitalism, and includes the Utopian Socialists, the Anarchists, Marx, Veblen, Sweezy, and others. We shall examine some contemporary economists and social critics (such as Galbraith, Friedman, and “radicals”) in terms of their relationship to these traditions. The emphasis of the course will be on different conceptions of
the “good life” and of the proper relationships between man, property, and the state, and how these are translated into economic theory, policy, and institutions.

Sophomore and junior course. Prerequisite, two courses in economics.

Hour T

Political Economy 301  Analytical Views of Political Economy

Political Economy 301 may be included in the courses taken to satisfy sequence requirements on the Economics major.

See course description under Political Economy.

317S Managerial Economics

A survey of how managers run business firms, with most attention paid to business finance and capital budgeting. Emphasis on the interdependence between managers’ decisions and security markets’ judgment of the decisions, and the social function of the security markets in this regard. Topics include: rudiments of accounting; organization of stock markets and other financial markets; theory of determination of stock prices; theory of investment criteria, including “cost of capital” and implications of uncertainty; rules of thumb in pricing products. Frequent discussion of whether business practices are consistent with social objectives. Students will be required to write an analytical paper explaining movements in the price of some firm’s stock.

Sophomore and junior course. Prerequisite, two courses in economics.

Hour U

318 Radical Political Economy

Presentation of a radical approach to study of the economy, e.g., existence of and conflict between classes. Basic theme concerns the processes involved in the generation and distribution of income. Emphasis on domestic aspects of the U.S. political economy. Topics will include some but not all of these: orthodox economics and some criticisms of it; the Marxist approach; the capitalist class and the corporation; the working class; Marxist theory of the State; class conflict in income distribution; income and wealth distribution in the U.S.; is there a political business cycle? income policy.

Prerequisite, two courses in economics. Enrollment limited to 35.

Hour O

[320 Economic Decisions for Individuals (Not offered 1975-76.)]

Application of theories of household behavior to major economic decisions by individuals. Topics that may be considered include: alternative theories of consumption and saving; investment in various financial assets and portfolio management; critique of stock market “rules of thumb”; insurance; renting vs. homeownership; work-
leisure choices and labor-force participation; and education. Some attention will be
given to the effects of current tax laws on these decisions.

_Sophomore and junior course._ Prerequisite, two courses in economics.

_Hour_

**AREA STUDIES COURSES** (See Economics 204 and 311 for other relevant courses.)

**330F Economic Development of Latin America** (Not offered 1975-76; to be offered 1976-77.)

Analysis of the special characteristics of Latin American economies through study
of what has actually been going on in several individual countries, interpreted against
the main premises of development theory. Key development policies widely used in
Latin America will be examined both from the point of view of their efficiency as
usually understood in economics, and from the point of view of the possibility that
some countries may be evolving distinctive development patterns suited to their own
cultures and preferences. Likely issues include (a) conflicts between gradual eco­
nomic growth through emphasis on saving and investment as opposed to radical re­
form, (b) the special appeals of Peronism, or communism, as opposed to northern
style capitalism, (c) nationalism and protection as opposed to international trade and
acceptance of foreign investment, (d) urban-centered investment and wage policies
as opposed to development of agriculture, (e) the influence of the United States in
shaping the ways in which Latin America develops.

_Sophomore and junior course._ Prerequisite, Economics 101 (History 220 (formerly 214)
recommended).

_Hour_ McFarland]

**334 Economic Development in Southeast Asia** (Not offered 1975-76.)

A survey of the distinctive development problems of countries in this area, with
particular attention to Malaysia, Indonesia, and India. Issues raised by population
pressure on agricultural resources, cultural traditions and divisions, industrialization
efforts and export-import policies, educational and income differentials, and diverse
political systems. Possibilities for cooperation among countries within the area, and
problems in their relations with major external powers.

_Sophomore and junior course._ Prerequisite, Economics 101.

_Hour_]

**336 Economic Development in Africa** (Not offered 1975-76.)

A survey of the distinctive characteristics and development problems of the low­
income countries of sub-Saharan Africa. Agriculture, industry, and rural-urban
balance; manpower scarcities, education, Africanization, and income differentials;
foreign residents and foreign investment; trade patterns and policies; politics, coups,
and development. Special attention will be given to East Africa and to Nigeria and
Ghana.

_Sophomore and junior course._ Prerequisite, Economics 101 (History 208 recommended).

_Hour_ Clark]
Economics

[338F] The Soviet Economy (Not offered 1975-76; to be offered 1976-77.)


Sophomore and junior course. Prerequisite, Economics 101.

Hour

ADVANCED ELECTIVES

351 (formerly 352) Econometrics

Basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation. Develops those modifications to formal mathematical statistics that are required by the non-experimental nature of economic data. Application of econometric methods to estimation of demand, supply, production, and cost functions; use of econometrics in building and using large aggregate economic models and in analyzing the distribution of income. Use of the computer in econometric research.

Junior course. Prerequisites, Economics 251 or 252 and Mathematics 140.

Hour T M. Over

354 Issues in Economic Theory

In this course we shall examine some “open” problems in economic theory. By open problems we mean unsolved problems in theory which are the subject of current professional interest. We shall examine contemporary literature on theory, and also on policy applications where the conclusions depend crucially on certain theoretical assumptions. We shall pay attention both to substantive issues and to the process by which economic inquiry is conducted. Our main objective is to provide a deeper understanding of the methods and skills used in original research at the frontiers of knowledge in economics, and with an enriched perspective on the strengths and limitations of economic science as a body of knowledge and as a vehicle for acquiring new knowledge. Subject areas examined will vary from year to year; possible examples are: inadequacy of present theory to explain the current inflation; the perspective of contemporary “radical” theory as contrasted to the traditional “neoclassical” theory; the nature and determinants of economic growth and the relevance of growth in output to the quality of life and the distribution of income; decision making by large non-competitive firms and non-profit organizations.

Junior course. Prerequisite, Economics 251 and 252.

Hour S Sheahan

356 Growth and Planning in Advanced Economies

This course has three parts: (1) A survey of the theory of macroeconomic growth. Neoclassical growth theory introduced and contrasted with neo-Malthusian theory
as represented in the "limits to growth" literature. Roles of capital formation, limits on resources, technical change and population. Discussion of question: What is "successful" or "useful" growth in an already affluent economy? (2) A survey of the theory of planning. Techniques used to predict and control growth including aggregate sectoral and industry models and project evaluation. Role of each technique in achievement of "successful" or "useful" growth. (3) Case Study: Students will study and report on aspects of planning experience in some particular advanced economy.

Junior course. Prerequisites, Economics 251 and 252, plus knowledge of basic calculus.

Hour CD

358F International Economics

Application of economic theory to international policy issues, with particular stress on international financial institutions and problems. Elements of an effectively functioning world payments system; the effects of alternative systems on the allocation of world resources. The theory of fluctuating exchange rates and forward exchange markets. Optimum currency areas and the consequences of international financial integration. The appropriate use of macroeconomic policy under fixed and under fluctuating exchange rates.

Junior course. Prerequisites, Economics 251 and 252. Enrollment limited to 20.

Hour U

359 Forecasting and Fiscal-Monetary Policies

Problems of analyzing and stabilizing short-run business fluctuations in an expanding economy. Techniques for short-run forecasting of business conditions. Adjustment of taxes, expenditures, and money and credit conditions to sustain rapid economic growth without unemployment or inflation. Fiscal monetary policies and wage-price controls.

Junior course. Prerequisite, Economics 252. Enrollment limited to 20.

Hour O

363S Studies in Poverty and Urban Problems

Study at an advanced level of some of the topics covered in Economics 214 and 216. Topics might include: Industrial decentralization within metropolitan areas and its implications for transportation, employment of the urban poor, and public finance; choice among alternative transportation systems and changes in pricing methods in transportation; fiscal difficulties of central cities; the relationships of the housing market, zoning, and segregation to poverty; alternative income maintenance programs and their implications for labor markets and national efficiency and equity; the interaction between rural poverty and urban poverty.

Junior course. Prerequisites, Economics 251 and either Economics 214 or 216. Enrollment limited to 20.

Hour S
Studies in Environmental Economics (Not offered 1975-76; to be offered 1976-77.)

Analysis of selected topics in natural resources planning and pollution abatement. Applications of theory of externalities. Theoretical and practical difficulties of adequately dealing with benefits and costs, irreversible effects over time, and non-market goods. The interaction between economic, technical, legal, and administrative considerations in designing public policy, and such possible future improvements as the application of systems analysis. Implications of "zero-growth" theories.

Junior course. Prerequisite, Economics 251.

[368F Money and Finance (Not offered 1975-76; to be offered 1976-77.)

Analysis of how monetary and financial institutions affect the growth and stability of the American economy. The roles of commercial and savings banks, insurance companies and other financial intermediaries, credit and securities markets, international financial flows, and the Federal Reserve system and other government agencies. Theoretical controversies and evidence about relations between money and the real economy, portfolio selection among financial assets and liabilities, and financial aspects of the inflation process. Current issues in effective use of monetary policies.

Junior course. Prerequisite, Economics 252.

Studies in the Public Sector

Study of the role government plays in the operations of a market economy. Stabilization, allocation, and distribution aspects of tax and expenditure policies. Analysis of topics of current interest, e.g., proposals for revenue sharing, value added taxes, etc. Depending upon student interest and background, the course may involve detailed study of a particular aspect or aspects of government's role. Students will be responsible for defining much of the specific content of the course.

Junior course. Prerequisite, Economics 251. Enrollment limited to 40.

Economic Justice (Not offered 1975-76; to be offered 1976-77.)

A seminar in which the ideas of economic justice are examined with special emphasis on the distribution of income among people and what constitutes a fair distribution. The seminar looks at historical analyses of how income is distributed, emphasizing Ricardo, Mill, Marx and J. B. Clark. Attention is given to the existing distribution of income in advanced western and communist countries, in underdeveloped countries and between nations; to changes in distribution over time as it affects economic growth and, in turn, is affected by growth; and to the effects of redistribution on incentives to work and save. Problems and implications of economic, political and ethical analyses of economic justice are studied, including utilitarian welfare eco-
Economics

nomics in Arrow, Sen and Rawls, and the idea of “equal opportunity” and equity between generations. Finally, the seminar considers the role of government in changing distribution through taxation, education and provision of specific goods.

Junior course. Prerequisite, Economics 251.

Hour

[373S] Economics of Education (Not offered 1975-76; to be offered 1976-77.)

A large part of this course will focus on education generally, with higher education seen as a particular example. Topics may include: education as investment by households and societies in human capital; public policies subsidizing education and evaluation of their effect on production of education and the distribution of income; the current debate on whether inequality in education is really an important determinant of social inequality; effects of slower population growth. In addition, there will be discussion of questions specific to higher education, such as: can small private colleges and large public universities coexist?; should governments support higher education by subsidizing low tuition or by offering scholarships and loans directly to students?; what are appropriate policies on representation of women and minorities in student bodies and faculties?; how can institutions allocate their own resources to produce education efficiently?

Junior course. Prerequisite, Economics 251.

Hour

[378] Industrial Organization and Public Policy (Not offered 1975-76; to be offered 1976-77.)

Examination of problems of economic performance of American industry as they relate to structure of markets and public policy. Use of modern theories of managerial capitalism to study the large firm. Problems of antitrust and regulatory policies, including response of the firm to regulatory constraint. The experiences of specific industries and firms will be used as case studies.

Junior course. Prerequisite, Economics 251.

Hour

380F Economics of Regulation

We shall examine markets which are regulated or seem to be performing so poorly that they may become candidates for regulation. We shall use economic analysis to illuminate choices as to what ought to be regulated and what not, and what methods to use when regulation is applied. Fields likely to be examined include rail, truck and air transportation, oil, natural gas, communications, insurance, stock brokerage, and medical care. Current issues of general wage and price control, or more complete schemes of incomes policies, may also be considered. Why has the economy developed such varied and complex forms of regulation? To what degree do they constitute avoidable mistakes? What kinds of techniques make for better or for worse results?

Junior course. Prerequisite, Economics 251.

Hour R

BOLTON
383 *Topics in Radical and Traditional Labor Economics*

In this course the role of labor in the production and distribution process will be studied from a variety of perspectives. Topics will include: neoclassical and Marxian theories of wage determination and labor supply, investment in human capital, demand for labor, minimum wages, discrimination, unemployment and other macroeconomic aspects of labor markets.

**Junior course.** Prerequisite, Economics 251 and 252. *Enrollment limited to 20.*

**Hour N**

Rosenberg

397, 398 *Independent Study in Economics*

Majors in Economics and Political Economy are invited to apply to undertake independent study, on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

Any approved project may serve as an elective for the major in economics. With permission of the department chairman, an approved project may count as one of the two advanced electives required for the major. A student wishing to write a year-long thesis may apply for both 397 and 398.

**Junior course.** Prerequisites, consent of an instructor and of the department chairman.

**Members of the Department**

401-402 *Social Policies and Economic Research*

The primary emphasis of this senior course is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems.

**First semester:** A series of current economic policy issues will be examined in seminars with students carrying substantial responsibility in selecting topics, investigating relevant theoretical analyses and empirical information, and conducting the seminar discussion. International monetary problems, energy supply and conservation, welfare reform, tax reform, health insurance, anti-inflation policies, and possibilities of a financial “crash” are examples of topics discussed in recent years. Several short papers are required.

**Second semester:** Economic analysis and research methods will be applied in semester-long student research studies of selected current policy problems. The topics chosen may be relevant at the local, national, or international levels. Small student committees will prepare written reports aimed at specific (including dissenting) recommendations. Some of the committees will be asked to explain and defend their reports in open sessions before the department.

**Senior course.** Required course in the major. Prerequisites, Economics 251, 252.

**Hours**

401: M and W, S and W

402: W

Kershaw, Bolton, Rosenberg

Kershaw, Tietenberg
Economics

Thesis

See Economics 397 and 398 for opportunities to write a thesis.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

A few seniors majoring in Economics or Political Economy may, with the permission of the department, enroll in graduate courses given in the Center for Development Economics (described below). A Center course may substitute for an advanced elective in the major with permission of the chairman.

501 Principles of Development Economics

Aspects of contemporary economic theory that are most directly applicable to development problems. The objective is to examine those concepts, tools, and models that have proved most useful in analyzing problems of developing countries. Topics will include principles of resource allocation; investment allocation criteria; operation of markets, prices, and direct controls; pricing in the public sector; modern income analysis and growth models; and sources of economic progress.

Hour: DE Mon., Fri.

Gates

503 Quantitative Economics (Not open to undergraduates; see 305.)

Study of statistical techniques useful in applied economic analysis of development problems, and of studies in developing countries that apply these techniques. Topics will include descriptive statistical measures, sampling and statistical inference, simple and multiple regression, and simultaneous equation models. The approach will include an introduction to the use of computers in statistical work.

Hour: N

M. Over

504 Project Analysis

The relationship of project analysis to aggregate and sectoral planning, principles of project appraisal, analysis of costs and benefits, the discounting process, alternative indicators of project desirability, external benefits and costs, incorporation of income distribution criteria into benefit-cost analysis, calculation and use of shadow prices, and case studies of projects in a variety of sectors.

Hour: N

Anderson

507 International Trade and Development

The foreign exchange gap in developing countries and possible means to deal with it; evolving theories of comparative advantage and attempts to test their validity; strategies of import substitution and export promotion and their consequences for employment, growth, and income distribution; foreign investment, transfers of technology, and issues of control.

Hour: M

Sheahan

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509 Development Planning

Purposes of development planning; national accounts, income analysis, and aggregate projections; input-output analysis, sector projections, and linear programming; money, finance, and fiscal-monetary policies; structural and monetary interactions in inflation; regional development and planning.

Hour BC Mon., Fri.

512 Public Finance

A systematic review of tax instruments available to developing countries. Attention to how such instruments work, their impact on the economy, and who bears the burden of taxes. Non-tax sources of revenue. Government expenditure decisions, principles of program budgeting, and relations between government revenue and spending. Role of the public corporation.

Hour M

513 Econometrics (Not open to undergraduates: see 351.)

Basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation. Develops those modifications to formal mathematical statistics that are required by the non-experimental nature of economic data. Application of econometric methods to estimation of demand, supply, production, and cost functions; use of econometrics in building and using large aggregate economic models and in analyzing the distribution of income. Use of the computer in econometric research. This course is designed for Fellows with more than the usual previous background in statistics, as determined in consultation with the Director of Graduate Study in the Center.

Hour T

520 Research Seminar

Interdisciplinary analysis of such topics as strategies of economic development, problems of implementation and administration, employment and manpower problems, income distribution, and urban and regional problems. The emphasis is on some of the newer problems in the development process which have attracted attention in recent years. Considerable attention to how policies are actually implemented in various political and administrative contexts. Each student will write a major research paper on a topic of his or her own choice – not limited to the topics listed above. A political scientist and several economists will jointly lead the seminar discussions and supervise the major research papers. Analysis of the research papers in class will be an important part of the course. Students will receive double credit for this course in light of the intensive research effort required.

Hour CD, additional hour to be arr.
ENGLISH (Div. I)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor Lawrence Graver

Professor Carr, Professor Gifford, Professor Graver, Professor Hunt, Professor Nims*, Professor Reichert, Professor Stocking**, Associate Professor M. Bell, Associate Professor Berek, Assistant Professor Bates, Assistant Professor R. Bell, Assistant Professor Boone, Assistant Professor Bundtzen***, Assistant Professor Crigler, Assistant Professor P. Grudin****, Assistant Professor Kleinman, Assistant Professor Knopp, Assistant Professor Langston, Assistant Professor Notman, Assistant Professor Torgovnick, Lecturer Neal, Lecturer Stevens, Part-time Instructor E. Over*****

THE MAJOR IN ENGLISH

The curriculum in English enables students to explore English and American literature in a variety of ways and to satisfy a wide range of interests concerning individual authors, literary periods, kinds of literature — such as poetry, criticism, drama and fiction — and creative writing.

The major program affords each student an opportunity to fashion his own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses including English 101, English 301 and English 402. English 101 is required of all students intending to elect further courses in English, whether as majors or not. (The only exceptions to this rule are English W103 Expository Writing, and English 204 Introduction to the Study of Film, for which there are no prerequisites.)

English 301 (Four Kinds of Literary Study) is to be elected at or near the outset of the major program (usually in the junior year) and will introduce students to the principal kinds of literary study that shape the major curriculum. English 402, the seminar for senior majors, provides students who will have pursued diverse sequences of study the common experience of focusing on a basic literary problem. The remaining six courses may be arranged in a variety of ways that permit individual students to devise coherent sequences of courses (including the possibility of independent reading) that concentrate on particular kinds of literary study, whether of literary periods, individ-

*First semester 1975-76
**On sabbatical leave first semester 1975-76
***On leave second semester 1975-76
****On leave first semester 1975-76
*****Second semester 1975-76
ual authors, or the developments of styles and forms. The sequence of each student's courses is proposed and elected through regular consultation with departmental advisors and is subject to their approval.

In addition, the six courses, exclusive of English 101, 301 and 402, fulfill two complementary designs: one emphasizing certain basic kinds and methods of literary study, the other emphasizing the breadth and variety of English and American literature.

In summary:

1. The major includes one course in each of the following three types: (a) literary history, (b) genre or mode, and (c) single author.

2. The major also includes courses from each of the following historical periods, though they need not be studied in chronological order:

- Two courses before 1660;
- One course in the period 1660-1800;
- One course in the period 1800-1860;
- One course in the period after 1860

These two designs interlock in the sense that some courses may satisfy two requirements. All courses in the departmental curriculum are labelled to indicate their functions in this basic design. With the approval of a departmental advisor, a course in creative writing may also be accepted for the basic requirement.

Students majoring in English are urged to select a balance of intermediate (200-level) and advanced (300-level) courses. They are also urged to elect collateral courses in subjects such as art, music, history, philosophy, religion, and foreign languages with a view to supporting and broadening their studies in literature. In particular the study of classical and modern languages, as well as of foreign literatures in translation, is strongly recommended.

Normally all courses except English 301 and 402 are open to students not majoring in English.

THE DEGREE WITH HONORS IN ENGLISH (For students graduating in 1976 and 1977.)

Before the beginning of the second semester of the senior year, selected students will be invited to become honors candidates. However, a student not specifically invited who feels that he may qualify should notify the departmental committee on honors.

Honors status will be determined by evidence of outstanding initiative, independence, or imagination in the study of English. This will usually take the form of written work (papers – whether written for courses or not – theses, projects, etc.) but other forms of achievement will also be considered. Usually the evidence offered will comprise critical consideration of literature written in English; but if a
English

student wishes, he may submit work in the areas of linguistics, literature by foreign authors, or creative writing, so long as it is supplemented by evidence pertaining to his study of literature in English. *All evidence must be submitted to the department before MARCH 1.*

The department will inform students of the decision taken on their candidacy at end of the spring semester. Occasionally, the committee may feel that students have not submitted evidence adequate for its determination. Such students will be informed in time for them to make necessary adjustments to their dossiers and such dossiers will be re-evaluated.

If a student's file of written work is not itself deemed sufficient evidence for the award of honors, the department, meeting as a whole, at the end of the spring semester, may nonetheless award honors on the basis of a creditable dossier supplemented by excellent performance in the major exercise as well as by clearly perceived distinction in the major over a period of years.

**LITERATURE COURSES**

101, 101S  *The Study of Literature*

An introduction to the critical analysis of literature through the study of three or four major writers. The course is designed to increase the student's ability to understand works of poetry, prose fiction, and drama. Authors for 1975-76: Faulkner, Donne, Keats and Shaw.

*Freshman course.*

*Hours 101: A, B, C, D, L, M, N, O, R, T, U  
Reichert and Members of the Department  
Hunt, R. Bell and others  

101S: E, M, N*

NOTE: For courses in the writing of essays see W103 and W103S under the section WRITING COURSES.

NOTE: 200-level courses are open to upperclassmen and to freshmen who have credit for English 101.

*Comparative Literature 201S  Introduction to Comparative Literature (see Comparative Literature listing.)*

201, 201S  *Shakespeare's Major Plays*

About ten of the major plays, studied so as to reveal Shakespeare's changing interests and his developing powers as a dramatist and poet. Some consideration of the Elizabethan intellectual milieu and of critical and theatrical traditions.

*Prerequisite, English 101. (Single Author)*

*Hours 201: N, O, R  
201S: C, L, N  
Carr, Reichert, R. Bell  
Carr, Stocking, Berek*
202 Modern Drama

Drama from Ibsen to the present, with emphasis on theatrical as well as literary innovations and developments. Students will be encouraged, but not required, to participate in informal production sessions which will have as their goal presentation of scenes for the class. Several short papers and a final exam.

Prerequisite, English 101. (After 1860; Genre)

Notman

203 The Nature of Literary Form

The course will move from a discussion of the relatively restricted forms of the sonnet through the freer forms of the ode to the problematic forms of the novel. The sonnet and the ode in English will be examined historically in selections from the sixteenth century to the present; the novel will be approached through a study of Tolstoi, War and Peace; Henry James, four nouvelles; Gertrude Stein, Three Lives; Joyce, Dubliners; and Faulkner, The Sound and the Fury.

Prerequisite, English 101. (Genre)

Hours O, T

Gifford

204 Introduction to the Study of Film

The course will attempt to provide students with an overview of the nature and potential of the film medium. Students will see a wide variety of films, and we will discuss in detail those of great merit or substantial difficulty. Emphasis will be placed on both visual and aural aspects of film, on developing an understanding of how films are made, and on cinematic style. Films to be studied include: Dr. Strangelove, Ivan the Terrible, Blow-Up, Citizen Kane, Rules of the Game, The Seven Samurai, Mouchette, Jules and Jim, Persona, Cries and Whispers, Cabinet of Dr. Caligari, Blood of a Poet, Titicut Follies, and experimental films by Bartlett and Belson. Minimal reading, nine hours viewing and class per week, several short exercises. (Genre)

Enrollment limited.

Hour W and 7-10:00 p.m. Wed.
Conferences: S Th., U Fri.

Boone

206 Afro-American Writing since 1900

Black American literature of the twentieth century. Works by such writers as Toomer, Wright, Hurston, Hayden, Brooks, Ellison, Baraka and others.

Prerequisite, English 101. (After 1860; Literary History)

Hour M

Neal

207 Literature of the American Renaissance

A study of the literature of the American Renaissance, with emphasis on the works of Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman.

Prerequisite, English 101. (1800-1860; Literary History)

Hours L, O, R, T

M. Bell, Bates, Langston
208 American Literature, 1870-1930

A study of poetry and fiction, and autobiography by such writers as Emily Dickinson, Mark Twain, James, Howells, Henry Adams, Crane, Dreiser, Frost and Faulkner.

Prerequisite, English 101. (After 1860; Literary History)

Hours O, R, S, T

Crigler, Bates, Langston

[212F] The English Epic (Not offered 1975-76; to be offered 1976-77.)

This course will treat major examples of the epic as well as the mock-epic and the comic-epic in prose. It will begin with a study of the classical models, Homer and Virgil (in translation) but these will be examined briefly and only as background. The bulk of the course will deal with Paradise Lost, The Rape of the Lock, Joseph Andrews, and Moby-Dick. Special emphasis will be placed upon the formal qualities of the epic and upon the importance of the classical tradition as it is expressed in this genre.

Prerequisite, English 101. (Genre)

Hours

214 The Modern Novel in English

The development of the novel in England and America, 1900-1940. Works by such writers as Conrad, James, Lawrence, Joyce, Fitzgerald, Hemingway and Faulkner.

Prerequisite, English 101. (After 1860)

Hours L, M, O, R, S, T

Graver, Carr, Stocking, Kleinman, Torgovnick

NOTE: 300-level courses are open to sophomores, juniors and seniors. They are normally not open to freshmen, although in exceptional cases freshmen may enroll in a 300-level course with consent of the department.

301 Four Kinds of Literary Study

This course will explore the concepts on which the curriculum for English majors is based by systematically studying their usefulness in reading some important works of literature in English. Each kind of study implies a particular focus for the reader’s attention, emphasizing questions which elicit certain kinds of knowledge, while subordinating other questions that lead in other directions.

1) Formal questions: The fundamental kind of literary study focuses on the coherence of individual texts, analyzing single texts to see how parts relate to the whole and the whole to the parts.

The other kinds of study focus on relationships among single works and larger contexts which may illuminate them, or which the understanding of those works may illuminate.

2) Questions of genre: comparing the work to similar works, whether the similarity be formal or thematic.

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3) Questions about the author: studying the work in the context of other works of its author, and what is known about his life and thought.

4) Questions of literary history: studying the historical circumstances under which the work was written and within which it has been read over the years, treating the work as the effect of literary, intellectual, or social influences, or as itself an influence on writers and readers.

These four kinds of study are not in practice totally separable; nonetheless they can be usefully distinguished for analytical purposes. They are not themselves “schools of criticism” or “theories of literature.” Schools, such as the psychoanalytic, Marxist, mythic or Aristotelian, cut across and exploit these kinds of study and combine them in their own characteristic ways.

The classes (probably four sections) will meet on a flexible schedule in order to facilitate a variety of methods of instruction – lecture, discussion, small seminar – and the instructors will collaborate closely in planning and conducting classes. All students in the course will work with all the instructors. Four papers will be set, following the main conceptual divisions of the course.

Readings for 1975-76 will include such works as T. S. Eliot, The Waste Land; Shakespeare, Antony and Cleopatra; Faulkner, Go Down, Moses; and Wordsworth and Coleridge, Lyrical Ballads.

Major requirement. Open only to juniors majoring in English.

Enrollment limited.

Hours N, R, S, U Conference: W Carr, Gifford, Bundtzen

302 Dante

Dante’s La Vita Nuova and La Divina Commedia. Introductory study of poems of the Provençal troubadours and Guido Cavalcanti and of Virgil’s Aeneid.

Readings will be done in translation, with some use of texts in the original languages. One paper, two tests, and a final examination.

Junior and senior course. Prerequisite, English 101. (Before 1660; Single Author)

Enrollment limited to 35.

Hour D Conference: U Tu. Hunt

303 Elizabethan and Jacobean Poetry (Not offered 1975-76.)

The poetry of Sidney, Spenser, Shakespeare, Donne, Jonson, Herbert, and Marvell, with some attention to other poets and to critical and philosophical prose.

Prerequisite, English 101. (Before 1660; Literary History)

Hour Berek

305 (formerly 301) Chaucer

A study of the works of Geoffrey Chaucer with emphasis on the Canterbury Tales and Troilus and Criseyde.

Prerequisite, English 101. (Before 1660; Single Author)

Hour M Knopp

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English

307S  The Medieval Romance

A study of several medieval English and Continental Romances. Some of the
minor Romances will be read but the course will concentrate mainly on Sir Gawain
and the Green Knight and Chaucer’s Troilus and Criseyde. With the exception of Troilus
and Criseyde, which will be read in Middle English, the works will be read in Modern
English translations. The problem of courtly love will be examined and there will
be some background reading in medieval literary theory.

Prerequisite, English 101. (Before 1660; Genre)

Hour  O

Knopf

309  Elizabethan Literature

The poetic and dramatic work of four major writers of the Elizabethan Renaissance:
Sidney, Spenser, Marlowe, and the early Shakespeare.

Prerequisite, English 101. (Before 1660; Literary History)

Hour  E

Hunt

313  Medieval and Elizabethan Drama

English drama from the ninth century liturgical tropes through the development
of the Biblical cycles, the morality plays, and the emergence of comedy, tragedy, and
romance in the Elizabethan period – Shakespeare’s work excepted. The course will
stress the development of dramatic forms and theatrical techniques, and their rela-
tionship to literary values.

Prerequisite, English 101. (Before 1660, Literary History)

Hour  R

Notman

314F  Seventeenth Century Drama

Critical study of major seventeenth century plays from Othello, to The Way of the
World. Each play will be analyzed for its own sake and in order to discover any ex-
isting thematic or technical constants in drama of the period.

Prerequisite, English 101. (Before 1660; Genre)

Hour  L

Bundtzen

[315S  John Milton  (Not offered 1975-76; to be offered 1976-77.)

A study of Milton’s work centering on a reading of Paradise Lost. Other works
read: Lycidas, Comus, some of the Sonnets, and Samson Agonistes. Milton’s poetry
will be interpreted in terms of the political events of his time and of the literary and
philosophical ideas of the Renaissance in Italy and in England. Either two papers
or a paper and a test; and a final examination.

Prerequisite, English 101. (Before 1660; Single Author)

Hour  H
321 Eighteenth Century Poetry and Prose

The major writers between 1660-1800: Dryden, Swift, Pope, Fielding, Boswell, and Johnson.

Prerequisite, English 101. (1660-1800; Literary History)
Hour L
R. Bell

324 Eighteenth Century Fiction

The course will concentrate on the major works of early English fiction: *Moll Flanders, Tom Jones, Clarissa, Tristram Shandy* and *Emma*. Because the reading is substantial, students are advised to read Cervantes's *Don Quixote* during the summer.

Prerequisite, English 101. (1660-1800; Genre)
Hour M
R. Bell

331 English Romantic Poetry

A study of the major poetry of Blake, Wordsworth, Coleridge, Keats, Shelley and Byron. The course will attempt to define Romanticism by attention to characteristic texts, and by reference to the development of social, psychological and critical thought in the early nineteenth century.

Prerequisite, English 101. (1800-1860; Literary History)
Hour M
Kleinman

335 The Realistic Tradition in the Nineteenth Century Novel

Reading and discussion of novels by such writers as Jane Austen, Thackeray, George Eliot, Trollope, and Henry James.

Prerequisite, English 101. (After 1860)
Hour M
Grauer

337S The Romantic Tradition in the Nineteenth Century Novel

The development of the romantic tradition in the English and American novel during the nineteenth century. Novels to be discussed include such books as *Jane Eyre, Great Expectations, Moby-Dick, The Scarlet Letter, Tess of the d'Urbervilles*, and *Lord Jim*.

Prerequisite, English 101. (1800-1860)
Hours M, R
P. Grudin, Torgovnick

[342 Victorian Poetry and Poetics (Not offered 1975-76.)]

Wide reading in the varied poetic genres of the period from 1830-1900, with emphasis upon the continuity and exhaustion of the Romantic forms, styles and theories and upon the late appearance of French *symboliste* influence: Tennyson, Browning,
Arnold, Swinburne, Hopkins, and others. Attention will be paid to critical theory
as enunciated by Arnold, Pater, and Wilde.

Prerequisite, English 101. (1800-1860; Literary History)

Hour R Torgovnick

“Evolution” and “The Unconscious” in Nineteenth Century Literature (Not offered 1975-76.)

This course will focus on two major nineteenth century preoccupations, “evolution” and “the unconscious,” as they are embodied and reflected in selected works from English and American literature. The readings will include Wordsworth, The Prelude; Dickens, David Copperfield; Darwin, The Origin of Species; Frank Norris, Macisteague; Melville, Moby-Dick and Pierre; selections from Coleridge, Poe, Whitman, Henry James, William James, Georg Groddeck, Freud and others. Seminar meetings and papers will be informed by considerations of ‘popular’ as well as ‘serious’ literature.

Prerequisite, History of Ideas 101-103 or 102-104 or permission of the instructor. This course is an elective for sophomores in The History of Ideas major. (After 1860; Literary History)

Hour Gifford

353 Poetry of the Early Twentieth Century

The course will concentrate on the major poets of the first half of the century: Yeats, Frost, Stevens, and Eliot. But it will also take into account such poets as Williams, Pound, Moore, Ransom, Aiken, Cummings, and others. Emphasis will be on elements of individual style rather than on schools, trends, influences, etc.

Prerequisite, English 101. (After 1860)

Hour N Nims

353S Poetry of the Early Twentieth Century

The poetry of Pound, Yeats, Eliot, Williams and Stevens.

Prerequisite, English 101. (After 1860; Literary History)

Hour N Bates

354 American and English Poetry, 1945-1975

A study of recent American and English poetry. Among the poets to be read are Roethke, Lowell, Wilbur, Berryman, Plath, Larkin, Hughes, Davie, Tomlinson, and others.

Prerequisite, English 101. (After 1860; Literary History)

Hour M Langston

358 Victorian Social Critics

A study of nineteenth century English writers engaged in the social and intellectual controversies which accompanied the spread of industrialism, including such
masters of dogmatic prose as Carlyle, Ruskin, T. H. Huxley, Arnold, Newman, and Pater, as well as such humorists as Dickens, Lear, W. S. Gilbert, and Wilde.

Prerequisite, English 101. (After 1860)

Hour

360  *James Joyce*

A study of the works of Joyce, beginning with the poems, *Dubliners, A Portrait of the Artist As a Young Man*, and culminating with *Ulysses*.

Prerequisite, English 101. (After 1860; Single Author)

Hour

361  *Topics in Afro-American Literary Studies* (Not offered 1975-76; to be offered 1976-77.)

Prerequisite, English 206 or History 323 or permission of the instructor. (After 1860)

Hour

362  *Contemporary African Literature*

This course is designed to introduce the student to the richness of African verbal art and to the diversity of the African experience. Readings include such works as: the poetry of Senghor; indigenous oral narratives; *Sundiata*, an epic from Mali; Achebe’s *The Arrow of God*; Ngugi’s *A Grain of Wheat*; Soyinka’s *The Road*; Armah’s *The Beautiful Ones Are Not Yet Born*; Clark’s *Casualties*; Tutuola’s *The Palm-Wine Drinkard*; the tales of Birago Diop; and Camara Laye’s *The Dark Child*.

Hour

365  *Studies in Dramatic Literature* (same as Drama 209)


Prerequisite, Drama 101 or permission of the instructor. (After 1860; Genre)

Hour

366  *Classical Drama and Its Influence* (same as Classics 366)

The course will first deal with the origins and development of Greek and Roman drama, using representative plays as paradigms. It will then consider selected manifestations of the classical impulse, in the English and continental theatre of the sixteenth and seventeenth centuries, and in the modern theatre. The importance of the plays as theater pieces will be stressed, and each student will be expected to participate in at least one staged reading in addition to completing two short papers.

Prerequisite, English 101 or a course in Classics. (Genre)
376 Literary Criticism

An investigation of some major problems of critical theory and practice. Questions about the nature of literature, the purposes and methods of interpreting literary works, and the grounds for evaluating literature will be raised. Readings will be drawn primarily from the works of contemporary theorists and critics.

Prerequisite, English 101. (After 1860)

Hour T

Reichert

384F Three Schools of Modern Criticism (Not offered 1975-76; to be offered 1976-77.)

The course will concentrate on contemporary developments in "new criticism," myth criticism, and psychoanalytic criticism, considered both practically and theoretically. A few literary texts will be used to exemplify and test each of the three approaches.

Prerequisite, English 101 and at least one other course in literature. (After 1860)

Hour

Bundtzen

402 Seminar for Senior Majors

(a) Shakespeare: Character and Motive

It is a tantalizing fact of intellectual history that each generation of readers, spectators, and directors is able to make Shakespeare's characters over in its own image, as if he had been prophetic of the psychological insights and theories of subsequent ages. In the seminar we will attempt to throw light on this phenomenon and on Shakespeare's artistry by exploring some of the major Renaissance conceptions (both religious and 'scientific') of the mind of man. Discussions will focus on these background materials and on four plays: Richard III, Troilus and Cressida, Hamlet, and Macbeth. But students will be free to devote their term papers to any of the great Shakespearian characters, such as Richard II, Falstaff, Lear, Iago, Othello, or Cleopatra.

Major requirement. Open only to seniors majoring in English.

Enrollment limited.

Hour S

Reichert

(b) Images of History in American Literature

From the very beginning American writers have been especially concerned with history. Many have dealt directly with their national or regional past. But our literature has been "historical" in more fundamental senses as well: investigating the relationship between past and present or between the individual consciousness and the processes of history, speculating on the nature of historical processes themselves, understanding the present in terms of its "place" in history – probing, ultimately, the historical origins and destiny of the nation and its people. It is the purpose of this course to study the thematic and formal significance of such "historical" concerns in selected
works of American Literature—and to explore continuities in the American historical consciousness as expressed in literature. Is there, in short, a tradition of American historical literature? And in what senses can we regard a work’s historical qualities as being part of its literary significance?


Major requirement. Open only to seniors majoring in English.

*Enrollment limited.*

**Hour R**

M. Bell

(c) **Metaphor**

Central to this seminar will be the question: what is metaphor? How is it shaped? How does it function? The seminar will focus on the shifting relations between “aesthetic experience” and “real experience” in the last 150 years, with particular attention to the claims and counter-claims of “symbolism” and “realism-naturalism” in the period 1890-1940.

Major requirement. Open only to seniors majoring in English.

*Enrollment limited.*

**Hour T**

Gifford

(d) **Henry James**


Major requirement. Open only to seniors majoring in English.

*Enrollment limited.*

**Hour O**

Graver

451-452 **Senior Thesis**

**SEMINARS**

(Open to juniors and seniors, and to qualified sophomores with permission of the Department.)
English

370 Seventeenth Century “Metaphysical” Literature

The “metaphysical” style in poetry – Donne, Herbert, Vaughan, Crashaw, Marvell; in prose – Donne, Browne, Traherne; and in drama – Webster, and passages in Shakespeare’s plays.

Prerequisite, English 303 or 309 or permission of the instructor. Open only to junior and senior English majors. (Before 1660: Literary History)

Enrollment limited to 15.

Hour S Hunt

[372 (formerly 371) Alfred Tennyson and Gerard Manley Hopkins (Not offered 1975-76.)

A study in literary and personal antitheses. The twentieth century “modernist” movement was in part a reaction against Tennyson and was also nurtured by the long-delayed publication of Hopkins’ eccentric poetic experiments. At present the work of both authors is undergoing re-assessment. The course will take up in detail their characteristic poetry and will give some attention to recent critical appraisals.

Prerequisite, English 101 and junior standing. (After 1860; Single Authors)

Enrollment limited to 15.

Hour T Carr

389 Studies in Modern Literature


A study of Faulkner’s short stories and novels. Several short papers or oral presentations and at least one longer paper.

Prerequisite, English 101 and junior standing. (After 1860; Single Author)

Enrollment limited to 15.

Hour S Crigler

391 Fantasy

A study of escapist literature focusing on the relation of daydreams and literature, on the literary representation of apocalypse, and on reader response to works of art. Readings from Tolkien, Dickens, Kafka, Wagner, Poe, Borges, and Marquez, among others. Substantial reading, two short papers.

Prerequisite, English 101 and junior standing. (Genre)

Enrollment limited to 20.

Hour S Boone

WRITING COURSES

W103, W103S Expository Writing

Practice in writing essays. The course will work toward the development of a clear and lively style, and will include some reading of contemporary prose. Class
discussions, supplemented by individual conferences. This course is intended to focus on basic writing problems.

No prerequisite. Enrollment limited to 15 in each section.

Freshman course.

W201, W201S Introduction to Imaginative Writing

This course is a prerequisite for all advanced work in imaginative writing. A series of assignments will focus on problems that arise in the composition of fiction, essays, and poetry in order to develop and improve specific writing skills. Students will critique each other's work in class session, will schedule regular conferences with the instructor, and will subject their writing to rigorous revision. Registration limited. Candidates for admission must submit samples of their writing to the English department.

Hour U

W301 Advanced Writing Workshop

This course will be conducted with individual conferences as well as with workshop sessions at which students will critique each other's writings. Considerable emphasis will be placed on rewriting and the preparation of publishable material. Registration limited. Students who apply for admission will normally have taken English W201; they must submit samples of their writing to the English department; and they should indicate whether their chief interest is poetry or prose.

Hour U

W302 Advanced Writing Workshop

The same course description as W301. The Workshop of Spring 1976 will concentrate on prose.

Hour U

W401 The Writing of Poems

Designed for students already seriously engaged in writing poems. Registration limited. Students who apply for admission will normally have taken advanced work in imaginative writing.

Hour U

W497, W498 Independent Study

Unusually qualified and committed students who are working on a major writing project may confer with the English department about possible arrangements for independent study in writing.
ENVIRONMENTAL STUDIES

CENTER FOR ENVIRONMENTAL STUDIES STAFF FOR 1975-76

Director, Associate Professor T. C. Jorling

Associate Professor Jorling, Associate Professor Art, Lecturer in Art and Planning Associate, S. Satterthwaite, Assistant for Public Affairs, M. Shay, Librarian, N. Hansen, Resident Naturalist J. Jenkins, Administrative Assistant P. Wilson.

MEMBERS OF THE CENTER

Donald DeB. Beaver, Associate Professor History of Science
Roger E. Bolton, Professor of Economics
John C. Dohrenwend, Assistant Professor of Geology
John D. Eusden, Professor of Religion
William T. Fox, Professor of Geology
Don C. Gifford, Professor of English
Benjamin W. Labaree, Professor of History*
William R. Moomaw, Associate Professor of Chemistry*
Joanne Rosinski, Assistant Professor of Biology
John W. Shelton, Assistant Professor of Physics**
Ralph J. Townsend, Assistant Professor of Physical Education
Reinhard A. Wobus, Associate Professor of Geology***

COORDINATE PROGRAM

The coordinate program in environmental studies allows students to concentrate some of their elective courses in an integrated, interdisciplinary study of the environment. The purpose of the program is to provide a basic understanding of the complex nature of the environmental problems facing modern societies – by acquainting students with the contributions of diverse disciplines in the natural sciences, social sciences, and humanities; by seeking through courses, and interaction of students and faculty a synthesis of traditional disciplines; and by gaining an environmental perspective on the students’ major field of concentration.

The Coordinate Program is administered through the Center for Environmental Studies, located in Park Hall. In addition to the environmental studies curriculum, students can also take advantage of the Center’s special library, study, and meeting

*On sabbatical leave 1975-76
**On leave second semester 1975-76
***On sabbatical leave second semester 1975-76
facilities. Opportunities for independent study and laboratory participation in re­search projects are also available. Members of the Center participate in course in­struction, offer seminars, and are available to students for consultation.

Students may enroll in the coordinate program in environmental studies at the end of their sophomore year by registering with the environmental studies committee. In addition to satisfying the requirements of a major department, they are required to complete the following sequence of courses:

**Introductory courses**

- Economics 101  Introduction to Economics
- Biology 201  Environmental Biology
- Art 201  American Landscape History

Plus one additional course from outside the student’s major division selected from the following:

- Anthropology 209  Human Ecology
- Chemistry 200  The Environment and the Physical Sciences
- Geology 190 (formerly 200)  Environmental Geology
- Physics 220F  Energy and the Environment (has science courses as prerequisites)
  
  *(same as Geology 205)*
- Political Science 340  Environmental Law
- History of Science 303  The Role of Science in Advanced Industrial Societies
- History 345  Man and Nature in America
- Environmental Studies 341  Land use Controls
Environmental Studies

Advanced course

An upper-level course, related to environmental studies, in the student's major or allied field, approved by the Center for Environmental Studies.

Core courses

Environmental Studies 350  Perspectives on Environmental Analysis
Environmental Studies 403  Man and the Environment

In addition, the Center has listed after the course descriptions those courses offered throughout the college related to environmental studies to assist students in preparing their overall curriculum.

319  Countryside Planning (same as Art 303)

A research seminar directed at future alternatives for and the effects of change upon such countryside elements as the small town, tourism, the farm and ranch, woodland and wildland – in a context of private and public ownership, modernization and technological change, scale, density, sentiment, and the concepts of amenity and environmental quality. Comparison between American, Canadian, and British practice. The ideas developed will be tested against specific local case studies.

Sophomore and junior course. Prerequisite, Art 201 or by permission of the instructor. Requirements: several short papers and a case study or plan.

Hour  W

Satterthwaite

320  American Transport History (same as Art 304)

See under Art for full description.
Environmental Studies

333  Environmental Science Seminar (Offered 1975-76; not to be offered 1976-77.)

A course emphasizing scientific and technical aspects of environmental problems, this year specializing in nuclear power.

In our society today there are intelligent and vociferous advocates both of accelerated, unconstrained development of nuclear power, and of a moratorium on all new plant construction. In this seminar we explore the issues in the nuclear-power debate. Topics will include reactor safety, materials safeguards, biological and ecological effects of radiation, radiation standards, nuclear waste disposal-storage, nuclear sabotage and blackmail, and the AEC.

Open to students with some background in science, or serious interest in the topic. Interested students should consult with one of the instructors.

Hour  C

SHELTON, ART AND STAFF

341  Land Use Controls

A survey of the principles and institutions which have been, and are being established to plan and to regulate the use of land. The authority and the relationships of local, regional, state and federal governments and their respective agencies will be analyzed. Planning Boards, Zoning Boards and Planning Commissions will be reviewed from a historical, as well as contemporary perspective. The evolution of zoning into comprehensive land use and development strategies will be explored both substantively and procedurally. Social causes and effects of zoning and other controls will be studied. Special attention will be directed at the myriad of land use requirements in transportation, environmental, urban, agricultural, and other federal programs and how these requirements affect the traditional powers and functions of state and local government. Concepts of ownership and ‘rights’ to the use of land will be examined. Case studies will be employed.

Limited to juniors and seniors.

Hour  N

JORLING

350  Perspectives on Environmental Analysis

An investigation into man’s interaction with and perception of his environment. Faculty members from different disciplines and representing different points of view will meet jointly with the class to examine the essential interrelationships between different perspectives as they pertain to the understanding of environmental concerns. Making use of historical and contemporary case studies, the emphasis of these discussions will be on perceiving the contributions and limitations of traditional academic disciplines in an effort to develop the coherent perspective needed to comprehend and analyze complex environmental problems.

Junior course. Prerequisite, Art 201, Biology 201, Economics 101.

Hour  R

ART, BOLTON, SATTERTHWAITE
Environmental Studies

[360] New England Landscape (Not offered 1975-76; to be offered 1976-77.)

This course is a reading and research seminar focusing on the past and present uses of New England’s major natural resources. The course first establishes an historical background concerning man’s occupancy of the region and his early dependence on its resources.

*Hour*

371, 372 Independent Study of Regional Problems

Individuals and groups of students will undertake studies on environmental problems of the region surrounding Williams College – Berkshire County, other parts of Western Massachusetts, Southern Vermont, and nearby areas in New York. The Center will propose some projects, descriptions of which will be available before the semester begins. Interested students may propose others, approval of which will depend upon their being carefully conceived in advance of registration. Registration is limited to students who already have substantial background in environmental studies and knowledge of the part of the region they wish to study.

Prerequisite, approval by the Center.

*Hour Arr.*

403 Man and the Environment

An exploration of evolutionary and ecological processes as they relate to man and their implications for contemporary society, with emphasis on futures the society is heading toward, or alternatively may choose to head toward. A course structured around readings and discussions directed toward developing, through synthesis, perspectives on the phenomenon of man and the limitations of the biosphere. Emphasis will be on raising, rather than answering, questions regarding social patterns and human values in the context of man, the environment and the future.

Prerequisite, Environmental Studies 350.

*Hour S*

*Members of the Center, Jorling*

403 Related elective courses:

Art 318 Environmental Planning and Design
Art 413-414 Advanced Studio Architecture
Biology 204 Organic Evolution and the Environment
Anthropology 205/Biology 205 Primate Biology and Behaviour
Biology 305S Advanced Ecology: Plants
Biology 306 Advanced Ecology and Behavior: Animals
Economics 216 Urban and Regional Economics
Economics 217 Economics of the Environment
Economics 363S Studies in Poverty and Urban Problems (Not offered 1975-76; to be offered 1976-77.)
English 344 “Evolution” and “The Unconscious” in Nineteenth Century Literature (Not offered 1975-76.)
Geology 212 (formerly 303) Paleontology and Carbonate Rocks (Offered 1975-76; not to be offered 1976-77.)

Geology 311 Geology and Land Use Planning
History 370 The City in the Americas
Philosophy 245 Approaches to Human Nature
Political Science 335S Urban Life and Politics (Offered 1975-76; not to be offered 1976-77.)
Psychology 243 Social Influence
Religion 302/Sociology 308 Religion and Society
Sociology 214 Population Problems and Policies

Courses listed from which a required introductory course must be selected, but not taken to fulfill the Program’s requirements may also be considered as recommended electives.

GEOLGY AND MINERALOGY (Div. III)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor J. A. MacFadyen, Jr.

Professor MacFadyen, Professor Fox, Associate Professor Wobus*, Assistant Professor Dohrenwend, Assistant Professor Koepnick, Lecturer Barrus**.

MAJOR PROGRAM

All geology majors are required to take the following four courses:
One geology course numbered 101 to 190
Geology 201 Mineralogy and Geochemistry
Geology 301 Sedimentation and Stratigraphy
Geology 402 Topics in Geology

They are also required to take any five other geology courses, only one of which can be at the 100 level. Ordinarily these courses would be chosen as listed below in order to pursue one of the following three options:

1. Environmental Geology. For students interested in the study of active surficial processes and the application of geology to environmental problems such as land use planning, resource planning and environmental impact analysis.

*On sabbatical leave second semester 1975-76
**Second semester 1975-76
Geology and Mineralogy

Geology 190 (formerly 200)  Environmental Geology
Geology 204  Mineral Resources or Geology 205  Energy and the Environment
Geology 311  Geology in Land Use Planning
Geology 312  Geomorphology
Geology 401  Methods in Field Geology
(Students interested in the Environmental Geology option should consult with Mr. Dohrenwend.)

NOTE: Students electing this option should also take Biology 201 and Chemistry 200.

II  Marine Geology and Oceanography.  For students interested in the physical processes, sediments, ecology and origin of coastlines and ocean basins.

Geology 103  Oceanography and Limnology
Geology 212 (formerly 303)  Paleontology and Carbonate Rocks
Geology 214  Marine Ecology
Geology 306 (formerly 206)  Structural Geology and Elementary Rock Mechanics
Geology 312  Geomorphology or Geology 221  Earth History, A Search for the Past
(Students interested in the Marine Geology option should consult with Mr. Fox.)

III  Physical Geology.  For students interested in the processes going on within the earth, in the origin of rocks, minerals and landforms, and in mineral and natural fuels explorations.

Geology 102  Mountain Belts and Ocean Basins
Geology 202  Igneous and Metamorphic Petrology
Geology 306 (formerly 206)  Structural Geology and Elementary Rock Mechanics
Geology 312  Geomorphology
Geology 401  Methods in Field Geology
(Students interested in the Physical Geology option should consult with Mr. MacFadyen.)

With the consent of the department, certain courses at the 200 level or higher in Mathematics, Physics, Chemistry or Biology may be substituted for some of the normal courses in the major.

Chemistry, physics and mathematics are recommended as preparation for the higher courses in the departmental sequence.

Students planning to become professional geologists should take courses in allied sciences in addition to the minimum requirements of the geology major.  The choice of outside courses will depend on the field of geology in which they intend to specialize.  Most graduate schools require Chemistry 101-102, Mathematics 107, 109 and either Physics 121, 122 (131, 132) or Biology 101, 102.  In some cases higher courses are recommended.  Ordinarily a reading knowledge of French, German or Russian is required for the M.A. degree, and two of these languages are required for the Ph.D.

All prospective majors should plan their course programs with a member of the Geology Department as early as possible in their college career.
THE DEGREE WITH HONORS IN GEOLOGY

In order to be recommended for the degree with Honors, a student is expected to have completed at least two semesters and a Winter Study project of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. The principal considerations in admitting a student to a program of independent research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation.

NOTE: Honors candidates should elect Geology 354.

101 Interpreting the Surface of the Earth

An investigation of the physical processes that continuously change the surface of the earth. The roles of flowing water, wind and moving ice in the development of modern landscapes and in the deposition of modern sediments will be emphasized. Ancient sedimentary rocks and landscapes will be interpreted on the basis of their modern analogues.

Lectures and discussions three hours per week; one two-hour laboratory per week, plus one all-day field trip.

Hour C Lab. sections: Mon., Tu., Wed., Th. WOBUS, KOEPNICK

102 Mountain Belts and Ocean Basins

Current theories about the movement of continents and crustal plates, the formation of mountain systems, and the nature of the earth’s interior are reviewed in the light of geologic and geophysical evidence. Topics include the rocks and structures of mountains and the sea floor, the varieties and global distribution of earthquakes and volcanic activity, rock magnetism and the reversals of magnetic poles, and the radiometric dating of crystalline rocks.

Lectures and discussions three hours per week; one two-hour laboratory per week, plus one all-day field trip.

Hour D Lab. sections: Mon., Tu., Wed., Th. MACFADYEN, BARRUS

103 Oceanography and Limnology

A study of physical processes within oceans and fresh water lakes. The physical and chemical properties of seawater are used to determine the circulation patterns of deep and shallow marine currents including the Gulf Stream and the Antarctic Bottom Current. The formation of sea cliffs, barrier islands and fiords are considered in terms of wave, tidal and glacial influences. Marine ecology and the effects of man on coastal environments including beaches, estuaries and coral reefs are also studied. Waves and beaches are analyzed in the laboratory using two scale model wave tanks and computer simulation models. A field study of Lake Onota is made in boats to
Geology and Mineralogy

collect water and bottom samples, and temperature and oxygen data are then analyzed as a laboratory term project.

Lectures and discussions three hours per week; one two-hour laboratory a week.
Two half-day field trips to Lake Onota.

Hour D Lab. sections: Mon., Tu., Wed., Th.   Fox, MacFadyen

190 (formerly 200) Environmental Geology

As the world’s population expands, the limitations of man’s physical environment becomes increasingly important with respect to human survival. This course will examine those earth materials and processes that affect the relationships between man and his physical environment. Emphasis will be placed on those physical processes and those properties of rocks and unconsolidated materials that significantly influence human activity. Specific topics include: floods and flood control, coastal processes and problems, surface and sub-surface water resources, water pollution, landslides and slope stability, tectonic hazards, earthquake probability and ground response and urban geology.

Lectures and discussions three hours per week; one two-hour laboratory a week, field trips.

Hour C Lab. sections: Mon., Tu., Wed., Th.   Dohrenwend, Fox

201 Mineralogy and Geochemistry

Elementary crystallography; crystal chemistry and element distribution; and the phase relations, compositional variations, and mineral associations within major rock-forming mineral systems.

Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy, x-ray diffraction, and x-ray fluorescence analysis; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Lectures, three hours a week; laboratory, three hours a week; one all-day field trip.

Prerequisite, one 100 level Geology course.

Hour M Lab. sections: Tu., Wed.   Wobus

[202 Igneous and Metamorphic Petrology (Not offered 1975-76; to be offered 1976-77.)

The origin of metamorphic, plutonic, and volcanic rocks in the light of field evidence and experimental work. Rock texture and composition are used to interpret the environment of formation of individual rock types, and important assemblages are related to new theories of global tectonics.

Laboratory work emphasizes the study of individual rock units and rock suites in hand specimen and by petrographic and x-ray techniques.
Lectures and discussions, three hours a week; laboratory work, three hours a week, plus field trips.
Prerequisite, Geology 201.

Hour

204 Mineral Resources (Offered 1975-76; not to be offered 1976-77.)

Our society has finally begun to realize that the earth’s supply of mineral raw materials is definitely limited and that certain environmental problems may arise during the process of their production. This course will examine the principal metallic mineral resources (iron, copper, lead, zinc, etc.) in terms of their origin, geologic occurrence, extraction, and uses. The global distribution and reserves of these resources will be considered and compared with current patterns of consumption.

Lectures and discussions three hours per week.

Hour M Lab. section: Wed.

205 Energy and the Environment (same as Physics 220F) (Not offered 1975-76; to be offered 1976-77.)

(An interdisciplinary course offered jointly by the Physics and Geology Departments.)

An investigation into the physical and geological aspects of man’s use of energy. Topics to be covered include: the world’s dependence on energy; an assessment of available energy resources (including fossil, nuclear, solar and geothermal); formation, distribution and abundance of non-renewable resources in the earth’s crust; methods of utilizing energy resources; fundamental limits on efficiencies of energy conversion; and environmental impacts associated with various aspects of energy use.

Lectures and discussion three hours per week; student projects; problem sets and field trips.

Hour

212 (formerly 303) Paleontology and Carbonate Rocks (Offered 1975-76; not to be offered 1976-77.)

A study of the evolution and ecology of fossil organisms and the carbonate rocks in which they are preserved. Topics of discussion include; theories about the origin of life on earth; principles and trends in evolution of fossil organisms; the nature and possible causes of extinction; the use of fossils for the correlation and age determination of rock units; the morphology of ancient and recent organisms; the analysis of fossil communities to reconstruct the ecology of ancient environments; the petrology of carbonate rocks; and the interpretation of modern and ancient reef complexes.

Lectures and discussions three hours a week. Laboratory, three hours a week, field trips.
Prerequisite, any 100 level geology course or consent of instructor.

Hour N Lab. section: Wed.
Geology and Mineralogy

214 Marine Ecology (same as Biology 214) (Not offered 1975-76; to be offered 1976-77.)

Marine Ecology is an interdisciplinary course offered jointly by the Biology and Geology Departments. The biological aspects are concerned with the physiology, ecology and animal behavior in understanding the reactions of marine organisms to particular conditions. The geological aspects are concerned with physical and chemical oceanography, as well as meteorology and marine geology in describing and explaining the physical and chemical aspects of the environment.

Lectures and laboratory work six hours per week.

Sophomore course. Prerequisite, Biology 101 or Geology 103 or the permission of the department.

Hour

221 Earth History, A Search for the Past

Historical geology is a study of the development of the physical world and its life forms through the prehistoric ages. Topics covered will include the vastness of geologic time and how it is measured; changes in the appearance of the earth’s surface – the location of mountain ranges and the opening and closing of ocean basins; fossils and the evolution of life on earth; the geologic history of the major eras of the past.

Lectures and discussions three hours per week plus field trips.

Hour

301 Sedimentation and Stratigraphy

A study of sedimentary rocks and of stratigraphic procedures for interpretation of geologic history from the rock record. Physical processes and sediments of rivers, beaches, glaciers, deltas and turbidity currents are studied. The textures, structures and composition of modern sediments are used to interpret depositional environments of ancient sedimentary rocks. An all day field trip is taken to the Atlantic Coast to map a portion of a barrier island and collect sand samples for analysis in the laboratory. Two additional field trips are taken to study Triassic red beds in the Connecticut River Valley and the Devonian Catskill Delta in New York State.

Lectures and discussions three hours per week; three hour laboratory per week; three all day field trips.

Prerequisite, any 100 level geology course or consent of instructor.

Hour

306 (formerly 206) Structural Geology and Elementary Rock Mechanics

The study of the elastic, plastic and viscous behavior of crystalline solids with particular emphasis on the origin of fractures and mechanics of folding in rocks.

The study of geologic maps and selected field areas are used to assist the student in the recognition of geologic structures and the visualization of their geometric forms.

Lectures and discussions, three hours a week; laboratory work, three hours a week.

Prerequisite, any 100 level geology course or consent of instructor.

Hour

- 200 -
311 Geology in Land Use Planning

Application of the principles of environmental geology to urban and regional land use planning. Emphasis will be placed on the physical constraints to land use and on the integration of geological knowledge and land planning methodology. Development and utilization of surficial geologic maps, derivative geologic maps and interpretive environmental maps will also be stressed. Other topics include: terrain analysis, Quaternary geology and soils mapping.

The course will be structured around detailed analyses of the environmental geology of selected urban areas that are located in regions of contrasting geology and tectonic style.

Two lectures and one two-hour conference a week; student projects.

Prerequisite, Environmental Geology or consent of instructor.

Hour M Lab. section: Tu.

312 Geomorphology

(This course is designed for geology majors and for advanced environmental studies, students interested in surficial geologic processes and the analysis of physical environmental problems.)

A general inquiry into the origin and evolution of landforms. Stress is placed on the analysis of landforms as products of tectonic, climatic, compositional, structural and temporal influence. Topics include: chemical and physical processes that modify the landscape, weathering and soil development, climatic influences on landscape evaluation, and analysis of landforms in terms of underlying bedrock composition and structure. The principles and practices of obtaining geologic data from topographic maps and aerial photographs will be emphasized.

Three hours of lecture and discussion, one two-hour laboratory a week; problem sets and field trips.

Junior and senior course. Prerequisite, any 100 level geology course or consent of instructor.

Hour M Lab. section: Tu.

354 Statistics and Data Analysis in Geology

An introduction to quantitative methods and the use of the computer for the analysis of geologic data. Mathematical techniques covered in the course include elementary statistics, matrix algebra and FORTRAN programming. Sequences of data are studied by time-trend analysis, Fourier series and transition matrices. Contour maps are analyzed by trend surfaces and double Fourier series. Multivariate data are studied by analysis of variance, discriminate functions, cluster analysis and factor analysis. Techniques and applications of computer simulation models are introduced in several fields of geology. Existing programs in the computer laboratory and the geology department are used for several different applications in geology.
Geology and Mineralogy

Each student is expected to develop his own computer program as an independent research project for the term.

Lectures and discussions three hours per week.  
Prerequisite, any 100 level course in Geology. Mathematics courses in statistics and linear algebra helpful, but not required.

Hour N Fox

401 Methods in Field Geology

The instruction and practice of commonly used methods of geological field investigations. Primary emphasis is placed upon techniques of aerial photographs and photogrametry. Topographic map analysis and methods of systematic field observation and data collection including geophysical surveys. Students will prepare a report including a detailed geologic map of a selected area of diverse rock types and structure.

Field work, Monday afternoons and two days in September before the opening of college.

Prerequisites, Geology 201 and 301.  
Hour O Lab. section: Mon. Dohrenwend, MacFadyen

402 Topics in Geology

A detailed consideration of selected topics in geology. The topics covered will vary from year to year depending on student and staff interest. The course will be taught as a seminar with individual reports forming the core of the discussion.

Prerequisites, Geology 201 and 301.  
Hour L Members of the Department

451-452 Senior Thesis

- 202 -
GERMAN (Div. I)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor E. M. Chick

Professor Chick, Assistant Professor Quitslund, Assistant Professor Watt, Instructor Lopenzina*

MAJOR PROGRAM

Required courses
- German 108 (formerly 109) Introduction to German Literature
- German 201 (formerly 110) German Literature to the Age of Goethe
- German 401 Study of a Single Author
- German 402 Literary Problems

Electives
Students must elect at least four of the following:
- German 107 Composition and Conversation
- German 202 The German Novelle
- German 204 The German Drama
- German 205 (formerly 305) Modern German Literature
- German 303 Goethe and His Age
- German 304 German Lyric Poetry

The German major consists of nine semester courses in literature and a Winter Study Project in the junior or senior year. Majors who elect the minimum of four German courses on the 200 and 300 level must also elect one additional course to fulfill the requirements of the major. This course may be selected, with the approval of the department, from among the upper-level courses of Divisions I and II.

The general purposes of the German major are the broadening of the student's appreciation of literature, the development of a basis for intelligent criticism, a comprehensive view of the history of German literature, and the provision of a foundation for advanced study in the field. In accordance with these purposes literature is considered both as a fine art and as a cultural record. The Department favors comparative studies as an approach to literature; History of Ideas or Comparative Literature can be effectively combined with this major. A basic tenet of the Department is that German studies are most enriching when integrated with related fields.

*First semester 1975-76
German

THE DEGREE WITH HONORS IN GERMAN

At the time a student decides to major in German, all members of the German faculty will discuss with him the criteria used to establish eligibility for a degree with honors. At the end of the student's junior year, the German faculty will review his status in conference.

Criteria for eligibility:

Students may earn a degree with honors by submitting a senior thesis (German 451-452) of honors quality or by completing a special project approved by the department.

Division I distribution credit is granted for all German courses above the elementary level.

German 107 and 108 are introductory courses, and the quantity of reading is somewhat less than in courses numbered higher. In level of difficulty, however, the texts are much the same.

German 104 or equivalent preparation is prerequisite to any advanced course.

101-102 Elementary German

Training in the spoken language, composition, and the reading of simple prose. The fall semester is devoted to language learning. In the spring students will work to develop reading, writing, and speaking ability. The class meets five hours a week in the fall and three hours a week in the spring. Credit granted only on successful completion of 102. Attendance at the class meetings of the German Sustaining Program during Winter Study Period is required of all enrolled.

Freshman course. For students with no previous preparation and entering students with CEEB reading scores below 480.

Hours 101 A and L, C and M

102 A

102F Elementary German

Practice in reading, writing and speaking German as well as a review of grammatical principles. For students with some preparation and CEEB reading scores between 480 and 550.

Hours C and M

103, 104 Intermediate German

In the fall: reading of representative literary and non-literary texts, grammar review, and special emphasis on developing fluency in speaking and writing. In the spring: readings in major authors of the nineteenth and twentieth centuries; lectures, discussion, and writing on literary and broader cultural topics. The class meets three times a week.
German

Freshman course. Prerequisite, German 101-102 or equivalent preparation.

Hours 103: M and X
104: C, M and X

107 Composition and Conversation
Extensive practice in speaking and writing German. Study of idiom and style; conversation on topics of current interest; reading of modern prose texts of various types; free composition on a variety of themes.

Freshman course. Prerequisite, German 104 or a satisfactory score on the placement test administered in the fall. Exceptional students may, with the department's permission, enroll after German 102.

Hour D

108 (formerly 109) Introduction to German Literature
Reading and discussion of drama, narrative, and verse from the Age of Goethe and more recent times.

Required of majors.
Prerequisite, German 104 or equivalent preparation.

Hour B

201 (formerly 110) German Literature to the Age of Goethe
A survey from the middle ages dealing with selected texts of literary and historical interest.

Required of majors.
Prerequisite, German 104 or equivalent preparation.

Hour R

[202 The German Novelle (Not offered 1975-76; to be offered 1976-77.)
A study in depth of representative works in this genre and of some contrasting forms of prose narrative. Authors include Goethe, Kleist, Hoffmann, Grillparzer, Stifter, Storm, Schnitzler, Kafka, and Thomas Mann.

Lectures, readings, written reports and class discussions.

Hour

204 The German Drama
A study of Goethe's Faust and plays by such authors as Schiller, Kleist, Büchner, Hofmannsthal and the Expressionists.

Lectures, discussion and short papers.

Hour M
German

205 (formerly 305) Modern German Literature
Readings in Mann, Kafka, Brecht, Dürrenmatt, and others.
Lectures, discussion, short papers.
*Hour N*  
CHICK

210 (formerly 207) Modern German Literature in Translation
German intellectual and literary history from Nietzsche’s time to the present, as represented in novels by Mann, Kafka, Grass and others.
Lectures, discussions, short papers.
No prerequisite.
*Hour T*  
CHICK

[303 Goethe and His Age (Not offered 1975-76; to be offered 1976-77.)
A study of the life and works of Goethe against the background of German literary culture of the period from 1770 to 1830.
Readings, lectures, discussions and regular short papers.
*Hour*  
WATT]

[304 German Lyric Poetry (Not offered 1975-76; to be offered 1976-77.)
A study in depth of poetry by major authors from the High Middle Ages to the present.
The course will not emphasize historical or biographical materials, but rather the special techniques of analysis appropriate to the study of this genre.
Readings, lectures, discussions and regular short analytical papers.
*Hour*  
QUITSLUND]

401 Study of a Single Author (1975: Lessing)
A detailed study of a major literary figure involving not only representative literary works, but also such other materials as essays, letters and autobiographical writings. Open to non-majors with permission of the Department.
*Hour S*  
WATT

402 Literary Problems
The literary epoch. What is meant by Classicism, Romanticism, Realism, Expressionism?
Open to non-majors with permission of the Department.
*Hour N*  
CHICK

451-452 Senior Thesis
European Literature in English 220  Seven Major Novels in Translation
For description see page 233.

Hour  R  PIPER, FERSEN, BLUMBERG, PISTORIUS, SAVACOOL, WATT, CHICK

501-502 (101-102)  Elementary German
This course consists of the regular undergraduate introductory course with the addition of specially selected readings for the graduate students of art history in the second semester.

Hour  501: A and L  C and M
      502: A  CHICK
     QUITSLUND
     QUITSLUND

502F (102F)  Elementary German
This course consists of the second semester of the regular undergraduate introductory course, except that it is offered in the fall. It is intended for students with some preparation and CEEB reading scores roughly between 480 and 550. Specially selected readings for graduate students in art history will be included.

Hour  C and M  CHICK

509  Readings in German Art History and Criticism
Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars in the Graduate Program in Art History.
Prerequisite, German 501-502 or equivalent preparation (a score of 500 or higher on the CEEB Reading Examination).

Hour  Arr.  LOPENZINA
HISTORY *(Div. II)*

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor Russell H. Bostert

Professor Bahlman, Professor Bostert, Professor Dalzell, Professor Hyde, Professor Labaree*, Professor Oakley**, Professor Rudolph***, Professor Scott, Professor Waite, Associate Professor Frost, Assistant Professor Cantelon, Assistant Professor Jeansonne, Assistant Professor Misunus****, Assistant Professor Rice, Assistant Professor Stack, Assistant Professor Stage, Assistant Professor Wood.

THE FRESHMAN YEAR

The curriculum in History for the Freshman year is designed to familiarize students with modes of historical reasoning and the range of historical evidence and to acquaint them with the variety of the historical experience. It consists, therefore, of two types of courses: History 101 *The Study of History*, which is required of prospective majors and recommended for all students intending to elect further courses in History; and, in the Spring semester, a choice from among the following courses:

- History 204 The Making of Europe, 300-1300
- History 206 Modern Europe 1815 to the Present
- History 208 History of Tropical Africa
- History 210 Colonial America: 1607-1760
- History 211S New American Nation: Politics and Culture from Revolution through the Civil War
- History 214 Modern America: 1920 to the Present
- History 216 Greek History
- History 218 Roman History
- History 220 (formerly 214) Latin American Civilization
- History 224 Afro-American History: Reconstruction to Present

The History Department offers credit and placement to all freshmen who receive grades of 3 or above in the Advanced Placement testing program. Such credit is applied to the requirements for the History major, both in the overall number of courses required and in meeting the group requirements within the major.

*On sabbatical leave 1975-76
**On sabbatical leave second semester 1975-76
***On leave first semester 1975-76
****On leave 1975-76
MAJOR PROGRAM

The major program in History affords each student an opportunity to fashion his own sequence of study within a prescribed basic pattern which is designed to provide both coherence and variety. It consists of at least nine semester courses. As follows:

**Required sequence courses**

- History 101 (101S) The Study of History: The Second World War
- History 301 Studies in the Western Tradition and either
- History 402a Individual Projects in Comparative History or
- History 402b American Historical Writing

**Elective courses**

Six (or more) additional semester courses in History, at least one of these to be chosen from courses classified as belonging to each of the following four groups:

- **Group A:** American History, Canadian History;
- **Group B:** European History;
- **Group C:** African, Asian, Latin American, Russian History;
- **Group D:** Pre-Modern History. Courses in the 200 series also meet these requirements.

In any individual student's sequence of study, a single course can meet the requirement for no more than one of these Groups. Students will construct their sequence in consultation with their departmental advisers and subject to their approval.

Elective courses are generally open to all qualified students.

**Seminars**

History seminars (courses designated as 351-379) are designed to treat more specialized subjects in greater depth. While open to all interested students, enrollment will be limited at the discretion of the instructor.

AFRO-AMERICAN STUDIES AND AREA STUDIES

Students majoring in History who are undertaking a program in Afro-American Studies or in Area Studies may substitute for one of the elective courses one course in Afro-American Studies or Area Studies offered by another department.

THE DEGREE WITH HONORS IN HISTORY

Candidates for the degree with honors in history should submit proposals for a senior thesis during the spring of their junior year. The director of the history honors program will evaluate thesis proposals in May and present them with recommendations to the department. The proposal may use previous work as a starting point or be an entirely new undertaking. It may explore a broad theme, or focusing more narrowly, involve intensive examination of a subject. The department invites students to consider a variety of innovative procedures, including extensive use of audiovisual materials. The completed thesis, whose length ordinarily will be in the range
of seventy-five to a hundred pages, will be due in mid-April of the senior year, four weeks before the end of classes. Candidates will be enrolled in History 451-WSP-452, which will meet as an honors colloquium at stated intervals throughout the year.

In mid-October students will prepare a brief prospectus of their thesis project for presentation to the colloquium. By the end of the Winter Study Period students will normally complete their research and write at least one chapter of their thesis. During the first two weeks of the second semester students will offer a synopsis of a chapter to group meetings of the colloquium for discussion and criticism. During the last four weeks of the semester the honors colloquium will hold group meetings organized around the discussion and criticism of individual theses. Each candidate will prepare a short summary of his final thesis to be distributed to all participants. At the meeting he will make an oral presentation and a student who has read the entire thesis will serve as the main critic of the work.

Final grades for History 451-452 will be based on the thesis, oral presentation, and participation in the colloquium and will be determined by agreement among the director, the adviser, and a third reader.

Candidates whose work is judged by the department to be of particular distinction will be recommended for the degree with highest honors.

101, 101S The Study of History: The Second World War

Focusing on the era of World War II, the course will concentrate on different modes of historical reasoning and various types of history in order to increase the student's ability to explore and understand the past. Interdisciplinary topics as well as comparative history will be introduced through lectures, films, and readings. Class discussions and brief papers will emphasize these approaches, utilizing primary sources and secondary interpretations.

Freshman course.

Hours 101: L, M, N, O, R, S, U Occasional lecture Y

101S: L, M, O, R, U Occasional lecture Y

Members of the Department

[201 Chinese Civilization (Not offered 1975-76.)

A study of traditional Chinese ideas and institutions as they developed during the latter part of the Ch’ing Dynasty, in the nineteenth and early twentieth centuries. Particular attention will be paid to the impact of Confucianism upon traditional Chinese society, the clash between China and the West that took place in the “Opium War” of the 1840’s, the pseudo-Christian T’ai-p’ing Rebellion and the radical reform movement of the early twentieth century. The final section of the course will compare the impact of the West upon China with its impact as described in the writings of Mao Tse-tung.

Freshman and sophomore course. Group C

Hour
203 Japanese Civilization (Offered 1975-76; not to be offered 1976-77.)

A study of ideas and institutions as they developed in traditional Japan. A variety of artistic, religious, legal and literary materials will be used to show the impact of Zen upon the warrior class, the rise of merchants and artisans in the cities, the life of the peasantry, and the problems of minority groups. Particular stress will be given to the difference between Japan’s initial martyrdom of the Catholic missionaries, and her later enthusiasm for the West. A discussion course, with two short papers and a final examination.

Freshman and sophomore course. Group C

Hour M

204 The Making of Europe, 300-1300 (Not offered 1975-76.)

The emergence of a specifically European civilization in the wake of the great disaster which had overtaken the classical civilization of the Mediterranean world. Discussion of the principal economic, political, religious, and intellectual developments. Special emphasis on the flowering of European culture in the twelfth and thirteenth centuries.

Freshman and sophomore course. Groups B and D.

Hour

205 Europe from Reformation to Revolution: 1500-1815

Major historical developments in Western Europe during the early modern period. Emphasis will be on European-wide developments such as the Protestant and Catholic Reformations; the seventeenth century crisis in government and society; the Scientific Revolution; the rise of absolutist states; the maturation of the aristocratic ancien régime; the Enlightenment; the French Revolution and Napoleonic Europe.

Freshman and sophomore course. Groups B and D

Hours L, R

206 Modern Europe 1815 to the Present

A topical study of modern European history. Emphasis is placed on those ideas, men, institutions and developments which have helped to shape the modern world. Readings include contemporary source material, biographies, novels and interpretive essays. Opportunity for independent study within framework of the course.

Freshman and sophomore course. Group B

Hours L, M, S

208 History of Tropical Africa

An historical survey of main political, social and economic trends in Tropical Africa up to the period following World War II. Particular emphasis will be placed on the development of centralized kingdoms and city-states, the influence of Arabs
and Islam, Europeans and Christianity, the development of the slave trade, colonial policies, and African reactions.

**Freshman and sophomore course. Group C**

**Hour M**

[210] **Colonial America: 1607-1760** *(Not offered 1975-76; to be offered 1976-77.)*

A study of the founding and growth of the American colonies to 1760. Particular emphasis on the society, culture, and ideas of the colonists. The roles of Indians and Blacks; rise of self-government and development of the economy; problems of imperial rule.

**Freshman and sophomore course. Groups A and D**

**Hours**

211S **The New American Nation: Politics and Culture from Revolution through the Civil War**

An investigation of the changing nature and sources of American politics in the period 1760 to 1865. The Revolution, the framing and adoption of the Constitution of 1787, the rise of the two party system, Jacksonian Democracy, the developing sectional controversy, and the coming of the Civil War will each be treated from a variety of perspectives. Wherever possible materials will be used to suggest both those broad areas of agreement tending to unite Americans and the fundamental pressures, tensions, and conflicts dividing them.

**Freshman and sophomore course. Group A**

**Hours N, S**

213 **America as an Emerging Industrial and World Power: Reconstruction to the Peace of Versailles**

A study of the political, economic, and social problems faced by the United States in the late nineteenth and early twentieth centuries— from 1865 to 1919 — as an emerging urban-industrial nation and world power. Topics to be discussed include the era of Reconstruction, the rise of big business, the growth of cities, the development of labor unions, the farmer's protest, reform movements in response to industrial-urban problems, and the emergence of the United States to world power in the Spanish-American War and World War I.

**Freshman and sophomore course. Group A**

**Hours N, O, T**

214 **Modern America: 1920 to the Present**

A study of the political, economic, and social problems faced by Americans in recent years. Topics to be discussed include the 1920's, the Great Depression, World War II and its social and diplomatic consequences, internal crises and results of the Cold War during the Truman and Eisenhower years, and the legacy of the 1960's.

**Freshman and sophomore course. Group A**

**Hours L, N, U**
216 Greek History (Not offered 1975-76.)

The political, social, economic, and cultural history of the Greek world from the Minoan period to the death of Alexander, with special emphasis on Fifth Century Athens and the rise and fall of the Polis.

Lectures and discussion. Consultation of the ancient sources in translation.

Freshman and sophomore course. Group D

Hour D

Rice

218 Roman History

The political, social, economic, and cultural history of the Roman world from the foundation of the city through the reign of Diocletian, with special emphasis on the Roman Revolution and foundations of the Principate.

Lectures and discussion. Consultation of the ancient sources in translation.

Freshman and sophomore course. Group D

Hour D

Rice

220 (formerly 214) Latin American Civilization

An introduction to the cultural area “Latin America.” Examination of the Iberian background; impact of conquest on native societies; colonial experience and struggle for independence; problems of nationhood; social change in the twentieth century. Trends in art and literature, as well as politics and economics will be discussed. This course offers a modest interdisciplinary approach including some participation by faculty of other departments concerned with Latin American studies.

Freshman and sophomore course. Group C

Hour T

Stack

223 Afro-American History through the Civil War

This course begins with an examination of the African heritage and its relevance to Afro-American history. The emphasis then shifts to the following: the development of the psychology and machinery of slavery and black reactions to it; the emergence and development of Afro-American institutions; black leadership and the struggle for freedom. The course ends with an analysis of the Civil War and Reconstruction.

Freshman and sophomore course. Group A

Hour N

224 Afro-American History: Reconstruction to Present

This course is designed as a sequel to History 223 and covers the period from Reconstruction to contemporary times. Particular attention is focused on the meaning of freedom for blacks, the continuity and change in black institutions, migrations and
History

the emergence of power bases in urban centers, Afro-American leadership and the influence of Africa and world developments.

Freshman and sophomore course. Group A
Hour 0

301 Studies in the Western Tradition

This course, designed primarily for History majors during the first term of the junior year, focuses upon the emergence and development of ideas and institutions that have shaped the Western tradition. The specific content of the course may vary from year to year. The course is planned to enrich students’ understanding of European history and to give them a basis for comparing its traditions with those of America and the non-Western world.

Junior course. Required course in the major.
Hours M, O, S

BAHLMAN, HYDE

[304 European Intellectual History in the Nineteenth and Twentieth Centuries (Not offered 1975-76.)

A study of the intellectual and cultural responses to the Industrial and French revolutions. Topics will include cultural optimism and pessimism; the Marxist challenge; anarchism and nihilism; the role of the intellectual; science and history; the death of religion; the discovery of the unconscious; music, art and history; intellectual disenchantment and the literary experience.

Sophomore and junior course. Group B
Hour

[305 Modern Germany (Not offered 1975-76; to be offered 1976-77.)

Main aspects of life and thought in five periods in German history: the eighteenth century, the Empire of Bismarck and Kaiser Wilhelm II, the Weimar Republic, Hitler’s Third Reich and the Bonn Republic. In each of these periods the social, intellectual, and political history of Germany is compared with similar developments in other European countries.

Candidates for honor grades are given an opportunity to investigate some aspect of German history in which they are particularly interested.

Sophomore and junior course. Group B
Hour

WAITE

[309 The Age of the Reformation (Not offered 1975-76.)

A study of the religious movements of the sixteenth and seventeenth centuries, of their later medieval antecedents, and of the intellectual, political, and economic forces which accompanied them. The role played by these developments in laying the foundation of modern Europe.

Sophomore and junior course. Groups B and D
Hour

OAKLEY]
History

311 Revolution in Latin America (Not offered 1975-76.)
A comparative study of contemporary revolutionary change in Latin America focusing on the “classic” social revolutions of Mexico, Bolivia and Cuba and investigating the breakdown of the old order and the course of the revolution in terms of depth and breadth of change. In individual projects, students will broaden the comparisons further with respect to classic European Revolutions, revolutionary movements in other Third World areas, or non-revolutionary Latin American attempts at social change.

Sophomore and junior course. Group C
Hour

315 American Social Thought and Action, 1607-1876
American social thought and action from the Colonial period through the Civil War era: European and American background of late eighteenth century American thought and institutions, the decline of aristocracy and the rise of social democracy, the foundations of American liberalism and conservatism, radical thought and reform movements, changing religious developments, life and thought in the old South, impact of the Civil War.

Sophomore and junior course. Group A
Hour C

316 American Social Thought and Action, 1876-Present
American social thought and action from the period of the Gospel of Wealth to the present: the effects of industrialization upon basic American institutions, the development of a business “credo,” the growth of radical thought in economics, politics, and religion; the changing social structure, and the increasing power and influence of the State.

Sophomore and junior course. Group A
Hour C

317 American Character and Culture (Not offered 1975-76.)
An inquiry into the development and nature of American culture and character, based on classic accounts of foreign observers (Crevecoeur, Tocqueville, Bryce), contemporary assessments (Potter, Kammen, Cooke), and appropriate monographic work.

Sophomore and junior course. Group A
Hour

318 Sectionalism and the Coming of the American Civil War
An analysis of the major economic, social, and political trends between 1820 and 1860 that operated to produce two distinct regional sub-cultures – North and South – in ante-bellum America. Though consideration will be given to the formal rela-
tions between the two sections, the emphasis throughout will be on the underlying patterns of cultural development which ultimately brought those relations to a state of armed conflict.

Sophomore and junior course. Group A
Hour O

History

319S  Education in the United States (Offered 1975-76; not to be offered 1976-77.)

Education as an aspect of American intellectual and social history. Consideration of formal and informal agencies of education, with focus on the expanding function of the schools since colonial times and on the changing educational role of family, church, state, and other social institutions. Special attention to the educational thought and practice of Franklin, Jefferson, Mann, and Dewey, and to the development of American patterns and models in higher education.

Sophomore and junior course. Group A
Hour M

[320  Modern Britain (Not offered 1975-76.)

Beginning in 1815, an examination of English society and culture from the Victorian era to the present. Special emphasis on nineteenth century reform movements and their political and intellectual foundations; the impact of industry on society; imperialism; the evolution of the welfare state; the effects of two world wars.

Sophomore and junior course. Group B
Hour

321  History of West Africa

As a regional survey, this course will explore in depth some historical trends of primary importance to West Africa up to the 1880's. From the latter part of the nineteenth century the emphasis will be on English and French colonies; from about 1950 the focus will shift to selected countries evolving toward independence.

Sophomore and junior course. Group C
Hour S

322 (formerly 362)  Modern Japan (Offered 1975-76; not to be offered 1976-77.)

A study of contemporary Japan. After a brief review of the relationship of Zen to industrialism, the nature of Japanese Fascism, and the impact of the American Occupation, a variety of artistic, religious, legal and literary materials will be used to illuminate the current scene. The final two sessions will compare the cultural despair shown in the Japanese novel and film Woman in the Dunes with Western predictions that Japan will shortly be the number one Superpower. A discussion course, with an independent paper and a final.

Sophomore and junior course. Group C
Hour N

- 216 -
History

323  Tudor and Stuart England, 1485-1714 (Offered 1975-76; not to be offered 1976-77.)

The development of "Tudor absolutism" and the collapse of Stuart absolutism; the age of Elizabeth; the expansion of England; the growth of parliamentary power; religion, politics, and civil war; the Restoration and growth of parties; the Glorious Revolution, and the emergence of England as a Great Power.

Sophomore and junior course. Groups B and D

Hour  N

BAHLMAN

325  Studies in Ancient History

Analysis of selected problems in Greek and Roman history. The content of this course will vary from year to year and may be elected more than once for credit. For 1975-76 the topic is: Alexander the Great and the Hellenistic World. An investigation of the career of Alexander the Great and of his successors, with special emphasis on his supposed plans for a world-state and the effects these plans had upon subsequent history, both Greek and Roman. Materials to be used include original sources, both literary and non-literary, as well as relevant secondary studies. Discussion and directed research.

Sophomore and junior course. Group D

Hour  T

RICE

326  Modern France (Offered 1975-76; not to be offered 1976-77.)

A study of the development of France from the Revolution to the Fifth Republic. The recurrent crises in French history during the nineteenth and twentieth centuries will serve as the focus for reading and discussion in the course and will be used to illustrate the continuity which underlies successive political upheavals. Special attention will be paid to the problems of contemporary France and the relationship to the crises of the past.

Sophomore and junior course. Group B

Hour  R

HYDE

328  History of Canada (Not offered 1975-76.)

A study of the emergence of Canada as a nation with emphasis on the contrast and conflict between the two historic cultural and ethnic groups – the French and the English – who comprise a majority of Canadians. Major themes of the course will also include the evolution of separate colonies into a self-governing Dominion, the subsequent development as an independent nation, and the search for a national identity which can accommodate both English and French Canadians.

Sophomore and junior course. Group A

Hour

HYDE]
History

329  Africa and the Black Diaspora (Not offered 1975-76.)

This course is designed to provide a descriptive analysis of the dispersion of Africans to various parts of the world and to assess the effects of that dispersion on the psychological, cultural, and economic development of blacks in Africa and the diaspora.

Sophomore and junior course. Group C
Hour

330  Mao and Chinese Communism

By focusing in detail upon the life and thought of Chairman Mao Tse-tung, this course will discuss the relative success of Chinese Communism in making China into a modern and powerful nation. Particular attention will be paid to Mao’s conversion to Marxism, the role of World War II in determining his revolutionary strategy, the conflict with Russia, and the meaning of the Cultural Revolution. Current Communist propaganda will be related to the basic themes in the course.

Sophomore and junior course. Group C
Hour

331  Argentina and Chile in the Modern Era (Offered 1975-76; not to be offered 1976-77.)

With primary emphasis on the Argentine experience, an examination will be made of the interaction of political, social, and economic trends in the process of “modernization” in two Latin American countries.

Sophomore and junior course. Group C
Hour

333  The Diplomacy of the United States as a Lesser Power, 1775-1900 (Offered 1975-76; not to be offered 1976-77.)

A history of American diplomacy from the eighteenth century to the Cuban-Spanish-American War. Special attention will be paid to the sources and expressions of isolationism; the assertions of diplomatic independence, including the Monroe Doctrine and its various interpreters; the causes and consequences of continental expansion; the diplomacy of the Civil War; and America’s changing world outlook in the late nineteenth century.

Sophomore and junior course. Group A
Hour

334  The Diplomacy of the United States as a World Power, 1900 to the Present (Offered 1975-76; not to be offered 1976-77.)

A history of the causes and consequences of American foreign policy in the twentieth century. Special attention will be paid to American imperialism and its decline; to early twentieth century Caribbean and Far Eastern policy; to the origins and results of United States involvement in two World Wars; to Russo-American rivalry in
the context of the Cold War, and to changing American concerns in global politics.

There will be a continuing emphasis on the relationship between diplomatic commitments and military power, and the role of diplomacy and diplomats in a democracy.

Sophomore and junior course. Group A

Hour D

BOSTERT

337S Modern Russia

The historical development of Russia with emphasis on the period from the beginning of the nineteenth century to the establishment of the Soviet regime. The social and political structure of Czarist Russia. Intellectual currents. Imperial foreign policy. Reform and revolutionary movements. War and revolution.

Sophomore and junior course. Group C

Hour M

WAITE

[338 Russian History, 1801 to Present (Not offered 1975-76; to be offered 1976-77.)

Normally a continuation of History 337, this course will investigate such topics as the social and political structure of Tsarist Russia, intellectual currents, Imperial foreign policy, reform and revolutionary movements, war and revolution, the establishment and consolidation of the Soviet regime.

Sophomore and junior course. Group C

Hour

MISIUNAS]

[339 Defiance in History: Anarchism, Conservatism, Utopianism (Not offered 1975-76.)

A comparative study of three historical movements which have sought to arrest or solve the problems of abrupt social change. Topics will include: anarchist ideas and the question of violence; conservative reactions to revolutions since 1789; the creation of a "New Society"; social upheaval and personal anxiety. Readings in the principal sources of anarchist, conservative and utopian thought.

Sophomore and junior course. Group B

Hour

]

[340 The American Woman (Not offered 1975-76.)

The experience of being an American woman considered historically. Selected topics will include the Puritan woman and witchcraft, the cult of domesticity, women's work and women workers, and feminism old and new.

In addition to common readings, students will have the opportunity to do individual research on topics of their choice.

Sophomore and junior course. Group A

Hour

STAGE]
History

342 From Populism to Progressivism in America (Offered 1975-76; not to be offered 1976-77)

An examination of the social, cultural and economic dislocations in American society which engendered the two most notable reform movements of the late nineteenth and early twentieth centuries. Through primary materials, literature and historical interpretations, students will explore the context of the two movements and will analyze their political and social significance, as well as address the larger question of the relationship between Populism and Progressivism.

Sophomore and junior course. Group A

Hour T

[345 Man and Nature in America (Not offered 1975-76.)

An historical approach to the American environment and man's attitudes toward it from the seventeenth century to the present. Colonial views toward the wilderness and the Indian; nineteenth century settlement of the West; conservation and the use of natural resources. Literary and artistic sources will be studied as well as historical writings.

Sophomore and junior course. Group A Enrollment limited.

Hour L

347 The Renaissance (ca 1350-1520)

The principal political, economic, intellectual, cultural and religious developments of the period of the Renaissance. The focus will be on such topics as the "recovery" of antiquity, the rise of humanism, and the visual arts, and changing fortunes of the great Italian city-states.

Sophomore and junior course. Group B

Hour T

349 Post War America, 1945 to the Present

A history of the domestic conflicts and controversies that have developed during the past two and a half decades. Special attention will be directed to such topics as the legacy of World War II, McCarthyism, the Fair Deal, Eisenhower Republicanism, the New Frontier, civil rights, and the home front during the Korean and Vietnam conflicts.

Sophomore and junior course. Group A

Hour D

Either

402a Individual Projects in Comparative History

Supervised by individual members of the department, seniors will study independently an historical topic in non-Western history comparing it with a similar problem in European or American history. The semester's work will culminate in
an essay which, for those seniors so interested, may be discussed with appropriate faculty members.

Senior course. Required course in the major.

Hour Arr.

Members of the Department

402b American Historical Writing

The course focuses on selected works representing the principal ways in which Americans have written about their past. Types of books studied include a biography, a novel, a narrative history, a contemporary journal, a document, a play and a memoir. No final examination.

Senior course. Required course in the major. (As option to 402a)

Hours RS Mon., TU Tu., W

Scott, Bostert

451-452 Senior Thesis

SEMINARS

[351 Europe and America in World War I (Not offered 1975-76.]

A study of World War I as a significant turning point in the history of the western world; prewar society and politics; causes for the outbreak of war; changes in politics, economy and society brought about by the war; problems of peacemaking. Discussions, individual conferences, and a term paper.

Junior course. Groups A and B Enrollment limited.

Hours

353 The 1920's in America: A Re-examination (Offered 1975-76; not to be offered 1976-77.)

A study of the press and periodicals, contemporary social and economic studies, and the literature of the 1920's to re-examine the stereotypes which have been applied to this decade in America. There will be a research paper of about 25 pages. No examinations.

Junior course. Group A Enrollment limited. Permission of instructor required.

Hour TU Tu.

Scott

354 The Victorian Age (Offered 1975-76; not to be offered 1976-77.)

A study of English culture in the nineteenth century through reading and research in topics of political, social, and intellectual history: domestic reform, the growth of democracy and industry, the conflict of science and religion. Special attention will be devoted to some of the “great Victorians”: J. S. Mill, J. H. Newman, Darwin, Disraeli, and Gladstone.

Junior course. Group B Enrollment limited.

Hour W

Bahlman
History

356 Studies in the History of American Education (Not offered 1975-76.)

Individual research on topics in the history of American education, with emphasis upon higher education in the nineteenth and twentieth centuries.

Junior course. Group A Enrollment limited.

Hour

Rudolph

357 The Diplomacy of the Cold War, 1945-1963 (Not offered 1975-76.)

An intensive study of the diplomacy of the United States vis a vis the Soviet Union and Communist world during the origins and early development of the Cold War. Special attention will be paid to the following topics: the origins of the Cold War as viewed by revisionist and non-revisionist writings; Truman-Acheson policies of containment in Europe and Asia, and the Communist reactions; Dulles-Eisenhower diplomacy; the transitional efforts of the Kennedy years.

Junior course. Group A Enrollment limited.

Hour

Bostert

358 The Genteel Female: Women in Nineteenth Century America (Offered 1975-76; not to be offered 1976-77.)

Students will explore the social history of American middle and upper class women in the nineteenth century, paying particular attention to the way in which society defined and enforced a special woman’s sphere. Topics for discussion will include sexual tensions in American society, the image of the “womanly woman” in fiction and advertising, medical theory and practice, and sex and education.

Individual reports and three short papers will be required.

Junior course. Group A Enrollment limited.

Hour RS Th.

Stage

361 Western Political Thought in Transition

Common readings, individual class reports and term papers focused on the critical phase of transition which European political thinking underwent during the medieval and early modern periods. Concentration on the emergence of consent theory and on the contributions of the following writers: Augustine, Aquinas, John of Paris, Marsilius of Padua, Locke and Rousseau.

Junior course. Groups B and D Enrollment limited.

Hour RS Th.

Oakley

363 Stalin and Stalinism (Not offered 1975-76; to be offered 1976-77.)

A study of the interplay of politics, ideology, and culture in the Soviet Union and its post-war satellites during and after the period of Stalin’s pre-eminence. Particular emphasis will be placed on the Stalin system in practice; collectivization, rapid industrialization, the purges, and socialist realism in the arts. Consideration will also
be given to Stalin's legacy in the contemporary USSR as well as in the peoples' democracies.

Junior course. Group C Enrollment limited.

Hour

Miscunis]

[365] Era of the American Revolution (Not offered 1975-76.)
Readings and research in the movement toward American independence, 1763-1776, and in the struggle for stability in government, economy, and society, 1776-1783.

Junior course. Groups A and D Enrollment limited.

Hour

Labaree]

[368] Twentieth Century Germany (Not offered 1975-76.)
An intensive topical study of key problems in recent German history: war and revolution, the failure of democracy, Hitler, the postwar period 1945-1953.
The course will meet once a week for discussion of common reading; students will also have the opportunity for independent research on special topics.

Junior course. Group B Enrollment limited.

Hour

Waite]

[369] Studies in the History of Thought (same as History of Ideas 301S.)
This seminar investigates methodological questions in the history of ideas through the reading and discussions of several case studies, principally in nineteenth and twentieth century intellectual history. Among the subjects analyzed are: intellectual biography; the sociology of knowledge; the evolution of concepts; the psychological approach to ideas; the "spirit of an age." Two brief essays and a final examination are required.

Junior course. Group B Enrollment limited.

Hour W

Stack]

370 The City in the Americas
Perspectives on the urban experience in North and South America will be surveyed considering such aspects as urban theory, the urban process, the urban spirit, with a focus on the historical development as seen in specific case studies.

Junior course. Group C Enrollment limited.

Hour RS Th.

Stack]

371 The American Response to China in the Twentieth Century (Offered 1975-76; not to be offered 1976-77.)
An intensive study of selected topics illustrative of twentieth century American reactions - both official and unofficial - to the role of China in the world. The pur-
pose of the seminar is to contribute historical depth to an understanding of responsible and effective reaction to China today. Emphasis will be on the years since World War II.

Meetings will be held once a week to discuss common readings; students will also have the opportunity for independent research on subjects appropriate to the course.

*Junior course. Group A Enrollment limited.*

**History**

372 *The New Deal in Depression and War, 1933-1945*

An intensive study of the policies and personalities of the New Deal and an evaluation of the Roosevelt administrations in combating the Depression and creating an “arsenal of democracy” during World War II. Special attention will be given to the following topics: political coalitions, Roosevelt and Congress, domestic reforms, “alphabet agencies” in depression and wartime, and the “Home Front.” Discussion and independent research.

*Junior course. Group A Enrollment limited.*

**History**

373 *Russia and Europe in the Eighteenth Century* (Not offered 1975-76.)

A discussion of problems relating to the process of Westernization in Russia during the eighteenth century. The course will focus on the reconstructing of the government of the Russian Empire on the basis of West European models then current. Such topics as the concept of the State, the role of the sovereign, the growth of bureaucracy, and the position of the church will be discussed from a comparative standpoint.

*Junior course. Group C Enrollment limited.*

**History**

376 *Studies in European Economic History*

An investigation of selected topics in European Economic History from the Middle Ages to the early Industrial Revolution. The course will concentrate on economic organization and growth. Specific problems include: the development of a Medieval commercial economy; the fourteenth century depression and the economy of Renaissance Europe; the sixteenth century inflation and the impact of the discoveries; mercantilism and the growth of the economic dominance of northwestern Europe; the origins and spread of the Industrial Revolution.

*Junior course. Groups B and D Enrollment limited.*

**History**

378 *The Progressive Era* (Not offered 1975-76.)

An in-depth study of the Progressive movement in America, its composition and its social and political impact.
The seminar will meet once a week for discussion of common reading. Individual class reports and a term paper will be required.

*Junior course. Group A Enrollment limited.*

*Hour*

379 *The South in the Twentieth Century*

An intensive study of selected topics illustrative of developments in the recent history of the South. Special attention will be given to new political leadership, the role of the South in national politics, the rise of urban centers and economic diversification, social changes, especially in relationships between blacks and whites, and the rising significance of the South on the national scene. Discussion and independent research.

*Junior course. Group A Enrollment limited.*

*Hour* RS Mon.
HISTORY OF IDEAS (Div. I & II)

Chairman, Professor F. Oakley*

Acting Chairman, Professor L. G. Ver sen yi**

Advisory Committee: Professors Park, Ver sen yi, Oakley*, O’Connor, Fuqua, Associate Professor Beaver, Assistant Professor Taylor.

MAJOR PROGRAM

Sequence courses
- History of Ideas 101 The Greek Idea of Human Excellence
- History of Ideas 102 The Development of Christian Thought
- History of Ideas 201 Ideas of Science: Order, Cause and Chance
- History of Ideas 202 Philosophical Origins of Modern Thought
- History of Ideas 301S Studies in the History of Thought
- History of Ideas 401 (formerly 402) Law: The Study of an Idea

Parallel courses
- Four additional semester courses approved by the Committee

Winter Study Project
- One Winter Study Project in History of Ideas in senior year

The History of Ideas is a multi-disciplinary major which has as its goal a broad understanding of the historical development of ideas in several fields of thought. The term “idea” is meant to denote both 1) intellectual structures such as fundamental beliefs, general categories of thought and theories within specific fields, and 2) fundamental attitudes, feelings, and values, especially as these are given imaginative or symbolic expression. These ideas will be studied against the historical backgrounds which conditioned them and which they, in turn, have influenced.

The sequence introduces the student to the foundations of the Western intellectual tradition – religious, philosophical, scientific – and to the methodological questions pertinent to the History of Ideas. Each student then selects with the assistance and approval of the committee a group of four courses so designed as to 1) permit the exploration of a particular interest, and 2) ensure some further concentration in depth. The Winter Study Project in the senior year is devoted to the production of a substantial synthetic essay in the general area of the student’s concentration. The major culminates in a Senior Seminar in which students and Faculty will address themselves to the study of a particular idea across the whole span of Western intellectual history. Topic for 1975-76: The Idea of Law.

*On sabbatical leave second semester 1975-76
**Second Semester, 1975-76
THE DEGREE WITH HONORS IN THE HISTORY OF IDEAS

Students who intend to apply for the degree with honors will normally write a senior thesis. Well qualified students may investigate, with members of the advisory committee, alternative ways of demonstrating excellence and originality. In any case, plans must be approved by the committee prior to the student’s senior year.

By February of that year the committee will review the student’s qualifications for honors candidacy, to determine whether or not he or she should continue. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student’s work.

101 The Greek Idea of Human Excellence*
A study of the development of the Greek image of man from Homer to Aristotle, with special emphasis on Plato’s early and middle dialogues.

Freshman course. Satisfies Division II requirement.

Hour C

*NOTE: Students who expect to major in the History of Ideas are advised but not required to elect as a parallel course Classics 101: Classical [Greek] Literature in Translation – Fuqua

102 The Development of Christian Thought (same as Religion 202)**
An exploration of the development of the Christian tradition from the second century A.D. to the Reformation. The inquiry will focus on pivotal theological-philosophical controversies and social-cultural crises that have shaped Christian history. Consideration will be given to such issues as the relation between early Christianity and the Roman Empire, Christianity’s encounter with Gnosticism, early Christological and trinitarian debates, the medieval synthesis, and the rise of the Reformation. The course will examine the relation between theological problems and the historical-cultural conditions from which they emerge.

Requirements: a midterm paper and a final examination.

Freshman course. Satisfies Division II requirement.

Hour R

**NOTE: Students who expect to major in the History of Ideas are advised but not required to elect as a parallel course Religion 204: The Jewish Bible and the Christian Old Testament – Petersen

201 Ideas of Science: Order, Cause and Chance (same as History of Science 201)
This course constitutes a comparative study of the ideas and methods which formed the Scientific Revolution of the Seventeenth Century and led to a major transformation of Western culture. It also traces their career in the development of modern
Science during the centuries which followed, and considers their impact on other fields of thought.

*Sophomore course.* Satisfies Division II requirement.

**202 Philosophical Origins of Modern Thought (same as Philosophy 208)**

A study of the formative period in modern philosophy. Readings in the great systematic thinkers: Descartes, Hobbes, Newton, Berkeley, Hume, Spinoza, Leibniz, and Kant, with special attention to the science and politics of their times.

*Sophomore course.* Prerequisite, History of Ideas 101 or Philosophy 101.

**301S Studies in the History of Thought (same as History 369S.)**

This seminar investigates methodological questions in the history of ideas through the reading and discussion of several case studies, principally in nineteenth and twentieth century intellectual history. Among the subjects analyzed are: intellectual biography, the sociology of knowledge, the evolution of concepts, the psychological approach to ideas, the “spirit of an age.” Two essays and a final examination are required.

*Junior course.* Prerequisite, junior major status or permission of the instructor.

**401 (formerly 402) Law: The Study of an Idea**

An inquiry into the changing conception of law in a variety of fields – ethics, politics, jurisprudence, science – from the ancient world to the present. Particular emphasis on the fundamental issue of nature *versus* convention.

*Senior course.* Prerequisite, senior major status or permission of instructors.

**451-452 Senior Thesis**

With the assistance and approval of the committee, each student will select from the offerings of other Programs and departments a group of four courses so designed as to 1) permit the exploration of a particular interest, and 2) ensure some further concentration in depth.

As examples of suitable concentrations of courses the following groups are suggested:

**A) Concentration within a field:**
1) Appropriate offerings in modern European and American Intellectual History.
2) Modern Political Theory.
3) Comparative Literature: English, French, German, Spanish, Russian.
4) Courses in the history of philosophy and in contemporary philosophical trends.
B) Concentration within a period:
3) Sixteenth-Seventeenth Centuries: courses in History, Religion, Philosophy, Literature, Art, Music, History of Science, Romanic Languages, German and Russian.
4) Classicism-Romanticism: courses in Comparative Literature, English, Art, Music, History, Philosophy, Romanic Languages, German and Russian.
5) Nineteenth-Twentieth Centuries: History, Comparative Literature, English, Art, Music, Philosophy, History of Science, Romanic Languages, German and Russian.

C) Concentration on a problem:

D) Concentration on National Cultures:
Courses in Literature, Philosophy, Art, Music, History for France, Germany, England, Spain and Russia.

Parallel courses*

(*NOTE: In choosing their concentrations students are not necessarily confined to the following list, which includes only those courses most directly relevant to the study of the History of Ideas.)

Classics 101, 102 Classical Literature in Translation
Classics 331 (same as Art 331) Pre-Romanesque Art
Classics 366 Classical Drama and Its Influence (same as English 366)
Economics 313S Economic Philosophies
Economics 371 Economic Justice (Not offered 1975-76; to be offered 1976-77.)
English 344 “Evolution” and “The Unconscious” in Nineteenth Century Literature (Not offered 1975-76.)
English 358 Victorian Social Critics
French 309 Ideas and Doctrines, from Montaigne to Rousseau (Not offered 1975-76; to be offered 1976-77.)
History of Ideas

German 201 (formerly 110)  German Literature to the Age of Goethe

History 304 European Intellectual History in the Nineteenth and Twentieth Centuries (Not offered 1975-76.)

History 309 The Age of Reformation (Not offered 1975-76.)

History 315 American Social Thought and Action, 1607-1876

History 316 American Social Thought and Action, 1876-Present

History 317 American Character and Culture (Not offered 1975-76.)

History 319S Education in the United States (Offered 1975-76; not to be offered 1976-77.)

History 339 Defiance in History: Anarchism, Conservatism, Utopianism (Not offered 1975-76.)

History 354 The Victorian Age (Offered 1975-76; not to be offered 1976-77.)

History 361 Western Political Thought in Transition

Mathematics 360 Metamathematics (Not offered 1975-76.)

Mathematics 362F Foundations of Set Theory

Philosophy 102 Nature and History

Philosophy 201 Plato (Offered 1975-76; not to be offered 1976-77.)

Philosophy 202F Aristotle (Not offered 1975-76; to be offered 1976-77.)

Philosophy 224 Philosophy in Literature

Philosophy 321S Existentialism

Philosophy 322 Hegel and Heidegger (Not offered 1975-76; to be offered 1976-77.)

Philosophy 331S Philosophical Analysis

Physics 335 Elementary Particles

Political Science 201, 201S Political Philosophy

Political Science 241 Democratic Theory

Political Science 306 American Legal Philosophy (Not offered 1975-76; to be offered 1976-77.)

Political Science 366 Topics in Modern Socialist Thought (Not offered 1975-76; to be offered 1976-77.)

Religion 204 The Jewish Bible and the Christian Old Testament (Not offered 1975-76; to be offered 1976-77.)

Religion 211 American Religious Studies

Religion 213 Contemporary Jewish Thought
A major in the History of Science is not offered. Courses in the History of Science are designed primarily to complement and strengthen work in other major fields. Any of these courses may be taken separately but their value will be enhanced if studied in conjunction with related courses in other departments.

The following will serve as examples: the 201 course is closely integrated with the basic courses in the History of Ideas Program. History of Science 204 is best studied with courses in American social, cultural and political history. History of Science 206 is closely related to courses in modern European History and History of Philosophy. History of Science 303 offers materials which support work in a wide variety of fields: environmental studies, political science, history, philosophy and the sciences. History of Science 350 is an attempt to foster discussion among majors in the various fields of science.

201 Ideas of Science: Order, Cause, and Chance (same as History of Ideas 201)

This course constitutes a comparative study of the ideas and methods which formed the Scientific Revolution of the seventeenth century, and led to a major transformation of Western Culture. It also traces their career in the development of modern
History of Science

science during the centuries which followed, and considers their impact on other fields of thought.

Sophomore course. Satisfies Division II requirement.

Hour R

204 History of Science and Technology in America

The development of science and scientific activity in the United States from the colonial period to the present day. Particular attention will be paid to the developments which have led to America's present position as a world power in science.

Sophomore course. Satisfies Division II requirement.

Hour R

206 Scientific Origins of the Modern World View

A study of the development, use, and implications of the fundamental concepts of the major scientific revolutions from Galileo to Einstein. Attention is given to an evaluation of the extent to which science is the creator of the sensibilities and values of the modern world. To that end, the study first involves acquiring a basic familiarity with the scientific use and meaning of the concepts. It then moves to an investigation of their scientific and trans-scientific impact, i.e., how they have affected ideas and values in other sciences, other fields of thought, and society. The course culminates in a series of guest lectures tracing the developments and implications of recent research in a number of scientific fields.

Sophomore course. Knowledge of high-school algebra is presupposed. Satisfies Division III requirement.

Hour C

232 Computers and Society (Not offered 1975-76; to be offered 1976-77.)

A study of basic computer technology will be used as a basis for discussion of various applications of computing systems relevant to today's society. Areas of coverage will include information retrieval, data bases (with emphasis on privacy and security), automation and control, computers in law, medicine and education, and artificial intelligence applications. The history of computers and their impact on social values will be an integral part of the course. No previous computer experience is assumed. Satisfies Division II requirement.

Hour

303 The Role of Science in Advanced Industrial Societies

The dependence of modern societies on scientific knowledge and technology and the problems engendered by this dependence. As examples of problems which raise broad questions of public policy, priorities, social responsibility and ethical judgment, the course considers the two cultures, the military and peaceful uses of atomic energy, the character and prospects of Big Science, and certain issues raised by the impact
History of Science, Literature in Translation

of new technologies on human values, e.g., overpopulation, human engineering, automation, pollution, loss of privacy, and dehumanization.

*Junior course.* Satisfies Division II requirement.

350 Problems in the Recent History of Science

An inter-disciplinary seminar for science majors designed to foster discussion of two themes: 1) the impact of advances in one scientific field upon work in other scientific fields, and 2) the extra-scientific implications of recent work in the sciences. Active student participation and occasional participation of members of the science faculties.

*Junior course.* Prerequisite, major standing in one of the Division III departments.

LITERATURE IN TRANSLATION

European Literature in English

220 Seven Major Novels in Translation


Lectures and discussion. A mid-term and a final examination.

No prerequisite.

*Hour R*

Students will register for this course as European Literature 220.

OTHER LITERATURE COURSES IN TRANSLATION (see respective departmental listings for full description)

Classics 101, 102 Classical Literature in Translation

Classics 366 Classical Drama and Its Influence

English 302 Dante

English 362 Contemporary African Literature

English 366 Classical Drama and Its Influence

German 210 (formerly 110) Modern German Literature in Translation

French 330 From Laclos to Sartre: The Modern French Novel in Translation

(Rest be offered 1975-76; to be offered 1976-77.)

Russian 204 The Soul of Russia (Not offered 1975-76; to be offered 1976-77.)

Russian 206 Dissonant Voices in Soviet Literature
**MATHEMATICS (Div. III)**

**DEPARTMENTAL STAFF FOR 1975-76**

*Chairman, Professor G. L. Spencer, II*

Professor Spencer, Professor Oliver, Professor Jordan, Professor Kozelka, Professor Grabois, Associate Professor Hill*, Assistant Professor Roosenraad, Assistant Professor W. Green, L. Wright (Director of Computer Services).

**MAJOR PROGRAM**

*Introductory courses*
- Mathematics 107  Introduction to the Calculus or
- Mathematics 109  Elementary Calculus
- Mathematics 110  Infinite Series and Multivariable Calculus

*Sequence courses*
Variation in the sequence courses, adapting the program within the general course requirements to special needs and interests of the individual student, may be arranged in consultation with the department.
- Mathematics 201  Linear Algebra
- Mathematics 301  Real Analysis
- Mathematics 312 (formerly 311)  Introduction to Abstract Algebra
- Mathematics 406  Senior Major Course

*Elective courses and projects*
Three one-semester courses from among Mathematics 241 and the 300 and 400 level non-sequence courses offered by the department.

Participation on the part of senior majors in the Senior Colloquium.

*On sabbatical leave second semester 1975-76*
In addition it is recommended but not required that one Winter Study Project offered by the department for mathematics majors be taken during the junior or senior year.

The major program emphasizes analysis, provides an introduction to modern algebra, and gives an opportunity for exploration of individual interests in mathematics by choice of elective and Winter Study Project.

THE DEGREE WITH HONORS IN MATHEMATICS

The principal considerations in recommending a student for the degree with Honors will be: mastery of core material and skills; breadth and, particularly, depth of knowledge beyond the core material; ability to pursue independent study of mathematics with a minimum of direction; originality in methods of investigation; and, where appropriate, creativity in research.

When applying for candidacy for the degree with Honors at the beginning of the second semester of his Senior year, a student must present evidence of achievement in these areas. Normally, the minimum achievement would consist of participation in a mathematics seminar and in an independent reading course. The independent reading may be preparatory to writing a thesis.

The Mathematics Department urges all students who plan to be candidates for the degree with Honors to consult with the Department at the beginning of their junior year. At that time, the Department will be prepared to suggest a Faculty Honors Adviser for each student, who will assist in planning the student’s program with particular reference to his choice of seminar, independent reading course, and thesis topic (when applicable).

Every candidate for the degree with Honors will take an Honors examination at the end of his senior year. Normally, this will be an oral examination on an assigned topic.

Recommendations for the degree with Honors will be made for outstanding performance in the areas mentioned above; completion of an assigned program will not in itself be sufficient. Students who have, in the opinion of the Department, displayed exceptional ability, achievement, or originality will be recommended for the degree with Highest Honors.

ADVANCED PLACEMENT

The Mathematics Department attempts to place each student who elects a mathematics course in that course best suited to the student’s preparation and goals. A freshman enrolling in Williams College is asked to complete a questionnaire with the help of the student’s secondary school mathematics teacher, indicating the mathematical material covered by the student and the level of sophistication of the student’s previous mathematical experience. The student is placed in the appropriate mathematics course determined by the results of the questionnaire, the results of the Ad-
Mathematics

Advanced Placement Examination (AB or BC) if the student took one, and any additional available information. A student who receives a 4 or 5 on the BC examination and elects to continue the calculus is ordinarily placed in Mathematics 110 with credit given for Mathematics 107. A student who receives a 3 on the BC examination or a high grade on the AB examination and whose high school training indicates adequate preparation will receive credit for Mathematics 107 if he or she elects Mathematics 110 and completes it with a grade of C- or better. Students may elect Mathematics 140 in the fall term if they have had the equivalent of Mathematics 107 (or better) in high school. Pre-medical students with adequate background should consider electing Mathematics 110 and Mathematics 140 in either order. In any event, students registering for mathematics courses are urged to consult with members of the department concerning appropriate courses and placement. The department reserves the right to place students in that point of the calculus sequence which is appropriate to their previous preparation.

GENERAL REMARKS

Divisional Requirements
All courses listed may be used towards satisfying this requirement.

Alternate year courses
Mathematics 231, 241, 304, 306, 313, 315, 321, 324, 325, 330, 351, 352, 360 and 362, as well as Computer Science 331 and 332 are each normally offered once every two years. All other courses listed are normally offered every year.

Course Numbering
Courses numbered 200 and above are normally open to all students meeting the prerequisites. Students with questions about the level at which courses are conducted are invited to consult members of the department.

Courses open on a pass-fail basis
Students taking a mathematics course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken on a pass-fail basis. Permission will not be given to mathematics majors to meet any of the requirements of the major or honors degree on this basis. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

Computer Language Instruction
Because of the increased importance of computers and their applications, all students are urged in their beginning courses in mathematics to learn the Basic programming language. The instruction is provided in a short series of non-credit lectures offered twice each semester, by the Department.

At frequent intervals the Computer Laboratory offers all students a short non-credit lecture series concerning the operation and Fortran programming of the IBM 1130 computer.
Graduate School requirements

There are an increasing number of graduate and professional schools that require mathematics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

107, 107S Introduction to the Calculus
Functions, graphs, continuity. Derivatives and applications. Area and integration. Exponential, logarithmic and trigonometric functions.

Hours 107: A, C, D, RW
       107S: B

Kozelka, Jordan

109 Elementary Calculus
A more advanced treatment of the material of Mathematics 107. Designed for students who have had an introduction to calculus in secondary school.

Hours A, C

Oliver

110F, 110 Infinite Series and Multivariable Calculus
Continuation of Mathematics 107.

Sequences. Infinite Series. Techniques of multivariable calculus including partial derivatives, differentials, multiple integration, maximum and minimum problems and Lagrange multipliers.

Prerequisite, Mathematics 107 or 109.

Hours 110F: A, C, D, E
       110: A, E

Hill, W. Green
Jordan, W. Green

111 Introduction to Linear Algebra
An introduction to linear algebra recommended for students interested in the social sciences. Topics include matrices, vectors, transformations, linear equations, determinants, and linear programming.

Provides sufficient background for Mathematics 351.

Credit will not be given for both Mathematics 111 and Mathematics 201.

Hour D

Grabois

140F, 140 Calculus and Statistics
Elementary probability models, including continuous models derived from calculus considerations. Theory of statistical inference by integration and normal curve properties. The relationship between estimation and tests of hypotheses. Elementary bivariate probability: discrete and continuous and random variables.

Prerequisite, Mathematics 107.

Hours 140F: C
       140: C, D Mon., Fri, Conferences: C, D, X, Y Wed.

Jordan
Kozelka
Mathematics

152 Combinatorics

A study of the properties of patterns and their enumeration. A variety of counting techniques will be developed and applications made to map coloring, network flow, the design of experiments, and problems in the physical and social sciences.

Hour: D

201, 201S Linear Algebra

Vector spaces, matrices, transformations.
Prerequisite, Mathematics 107 or 109.
Hours: 201: B, E
201S: A

[203 Calculus Applications (Not offered 1975-76.)

Aimed at introducing the interested student in the Social Sciences to various calculus techniques and applications. Topics will include differentiation, integration, series, partial differentiation, differential equations, maxima and minima in several variables, and Lagrange multipliers. Presented as a self paced instructional course.
Open to students who have not had Mathematics 107 or the equivalent.

Hour: S

231 (formerly 230) Algorithms and Computing

An introduction to computing with emphasis on a systematic approach to the problems normally encountered in computer applications. Intended for students either needing good programming techniques in their own discipline, or wanting a general introduction to computer science. Error analysis, systematic testing and verification of programs, flow charting, methods of searching and sorting, elements of structured programming, and general problem solving methods including simulation and Monte Carlo methods. FORTRAN instruction is an integral part of the course.

Hour: L

241 Intermediate Statistical Inference

Tests of statistical hypotheses, with emphasis on small-sample tests from normal populations: t-test, F-test, chi-square. Contingency tables and other non-parametric tests. Introduction to utility theory. Applications directed towards the behavioral sciences.
Prerequisite, Mathematics 140.

Hour: T

301 Real Analysis

A systematic development of those aspects of elementary real analysis which form the background for a wide range of mathematical activity. Elementary topology of
the real line, limits, continuity, differentiability, infinite series, uniform convergence,
the Riemann and Riemann-Stieltjes integrals.

Prerequisite, Mathematics 110 and 201.

Hour  B  W. Green

302 Complex Analysis
The complex number system, elementary functions and mappings, analytic func-
tions, Cauchy's integral theorem and its consequences, Taylor series and Laurent
series. Applications to the calculus of residues, conformal mapping, harmonic functions
and boundary value problems. Additional topics in the theory of analytic functions.

Prerequisite, Mathematics 301.

Hour  L  W. Green

[304 Integration and Measure Theory (Not offered 1975-76.)
The Lebesgue integral and Lebesgue measure on the real line. Additional topics
chosen from among the following: Lebesgue measure and integration in higher di-
mensions, general measure theory, the Daniell integral, $L_p$ spaces, probability theory.

Prerequisite, Mathematics 301.

Hour  C  Spencer

306 Differential Equations
An introductory study of both ordinary and partial differential equations. Exist-
ence, uniqueness, properties of solutions, as well as consideration of methods of
solution.

Prerequisite, Mathematics 301.

Hour  C  Spencer

312 (formerly 311) Introduction to Abstract Algebra
Groups, rings and fields.
Prerequisite, Mathematics 201.

Hour  B  Oliver

[313 Elementary Number Theory (Not offered 1975-76.)
Divisibility properties of the integers: prime and composite numbers. Congruence
modulo $n$; solutions of linear and quadratic congruences and of some Diophantine
equations. The distribution of primes. Problems in additive arithmetic and dis-
cussion of some famous unsolved problems.

Prerequisite, Mathematics 201.

Hour  G  Grabois]
Mathematics

315 Groups, Representations, and Characters
Group theory with emphasis on topics having applications in the physical sciences and with greater attention to examples than to proofs. Symmetry groups, group structure, representations and characters over the real and complex fields, space groups (chemistry), matrix groups (physics).
Prerequisite, Mathematics 201.
Hour

321 Vector Analysis and Differential Geometry
A study of multivariable analysis leading into some elementary questions in differential geometry. Topics to be studied include: Inverse Function Theorem, Implicit Function Theorem, divergence, curl, the theory of curves, the theory of surfaces, differential forms, Stokes' Theorem and Green's Theorem.
Prerequisite, Mathematics 110 and 201.
Hour

324 Topology
General spaces and the notions of continuity, connectedness, compactness. Metric spaces. Introduction to homology and homotopy.
Prerequisite, Mathematics 301.
Hour

325 Topics in Geometry (Not offered 1975-76.)
Selected topics from projective geometry, geometric algebra, non-Euclidean geometry, Hilbert's axiomatic development of Euclidean geometry.
Prerequisite, Mathematics 201.
Hour

330 Numerical Analysis (Not offered 1975-76.)
Solution of non-linear equations and linear systems, interpolation and approximation, numerical differentiation and integration, with attention to error analysis and efficiency of algorithms.
Prerequisite, Mathematics 201.
Hour

Computer Science 331 Programming Languages (Not offered 1975-76.)
A study of the computer languages FORTRAN, BASIC, COBOL, ALGOL, LISP and APL. Concentration will be on the concepts of computer languages and comparisons between them, although students will be expected to write programs in each language studied.
Prerequisite, Mathematics 230 or equivalent programming experience in FORTRAN or BASIC.

**Computer Science 332 Programming Theory**

The design and analysis of programs of algorithms. The course will include an introduction to assembly language programming and some material in the mathematical theory of computation.

Prerequisite, Mathematics 231 or equivalent programming experience in FORTRAN or BASIC.

**351 Decision Theory (Not offered 1975-76.)**

Mathematical rules for and consequences of making decisions under various conditions: certainty, risk (known probabilities of outcomes), uncertainty (unspecified probabilities of outcomes). Linear programming and game theory, principally in matrix form, as examples of the first situation; duality between them. Utility theory of von Neumann as an example of the second; quantification of non-numeric prospects. Prior probabilities as an example of the third; how to modify guesses on the basis of data. Emphasis on discrete problems.

Prerequisite, Mathematics 111 or equivalent.

**352 Graph Theory (Not offered 1975-76.)**

A study of the properties and characterizations of configurations of points and lines. Graphs, trees, criteria for planarity and map coloring will be considered, as well as applications in the physical and social sciences. The theory will be developed with an emphasis on independent work and problem solving.

Prerequisite, permission of the instructor.

**360 Metamathematics (Not offered 1975-76.)**

Intuitionism as a reaction to non-Euclidean geometry and transfinite arithmetic. Formalism: statement calculus, natural numbers, completeness, consistency. Primitive recursive functions. Gödel's Incompleteness Theorem.

Prerequisite, none.

**362F Foundations of Set Theory**

Zermelo-Fraenkel axiomatic set theory, ordinals, cardinals, the axiom of choice and its equivalents, recent work of Cohen and Solovay.

Prerequisite, none.
### Mathematics

#### 371, 372, 471, 472  
**Topics in Actuarial Science**

Directed independent study of topics in Actuarial Science aimed at preparing students for the examinations of the Society of Actuaries.

Prerequisite, permission of the instructor.

**Hour**

#### 397, 398  
**Reading**

Directed independent reading in Mathematics.

Prerequisite, permission of the department.

**Hour**

#### 403  
**Linear Analysis**

Euclidean spaces and Fourier series; ordinary and partial differential operators; integral operators; boundary value problems.

Prerequisite, Mathematics 301.

**Hour**

#### 406  
**Senior Major Course**

The purpose of the course is to emphasize the unity and power of mathematics by studying in depth a particular area of mathematics. The content will be chosen to draw as widely as possible upon the backgrounds of the participants and to illustrate a variety of applications. The exact topics to be covered will be decided by consultation among staff and students.

*Senior course.* Required of senior mathematics majors.

Prerequisite, permission of the department.

**Hour**

#### 407  
**Fall Seminar**

Joint Faculty-student seminar. Topics selected in accordance with interests of the participants.

Prerequisite, permission of the department.

**Hour**

#### 491-492  
**Senior Thesis**

#### 497, 498  
**Reading**

Directed independent reading in Mathematics.

Prerequisite, permission of the department.

**Hour**
Mathematics, Music

Senior Colloquium
Required of senior majors. Meets every one or two weeks for one hour both fall and spring.
Hour U Tu.

MUSIC (Div. I)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor I. Shainman

Professor Barrow, Professor Shainman, Professor Roberts, Assistant Professor Moore*, Assistant Professor Dankner, Lecturer Hegyi, Lecturer Beardsley**.

MAJOR PROGRAM

Sequence courses
Music 103  Introduction to Music, and any one of the following musical literature courses: Music 104F through 117.
Music 201-202  Elementary Harmony
Music 301-302  Music in History (Medieval and Renaissance Music in the first semester, plus a second semester of independent study as part of a “period” course, Music 210, 211, 212.)
Music 401-402  Twentieth Century Music

Parallel courses
An additional year course or two semester courses in Music. The student is especially encouraged to enroll in those courses which will develop his critical skills in analysis and creative work in music, including independent study with one or more members of the faculty (i.e., Music 303-304, 325, 326, 403-404 and 425, 426). It is expected that music majors will participate in at least one department sponsored performance group during their junior and senior years.

THE DEGREE WITH HONORS IN MUSIC

The degree with Honors in Music may be awarded to a student who has exhibited outstanding work in any one or more of the following areas:

*On leave second semester 1975-76
**Second semester 1975-76
Music

I. Thesis – in either of two specializations:
   a) Music History and Literature
   b) Composition and Theory
      (The student should elect Music 403-404 and 451-452.)

II. Performance

The demonstration of an outstanding performing ability within group musical activities sponsored by the college as well as by individual performances. Such students are encouraged to elect individual private instruction (Music 325, 326, 425, 426). Both the group and individual participation must have taken place throughout the student’s entire Williams collegiate experience.

These criteria are to form the basis for both an acceptance of candidacy, and for the awarding of the degree after a re-examination which is to include additional and concluding work done by the student in the second semester of his senior year.

The examination of credentials and final decisions for the degree are to be made by members of the department, in consultation with the candidate.

The introductory course in Music at Williams College is available in two sections which are designed to meet the needs of students from varied backgrounds. The student is urged to read the descriptions of both Music 101 (which is offered in both semesters, called Music 101S in the spring semester) and Music 103 and to decide which best will assist his growth in understanding music.


Music as a language of man’s expression is presented in layman’s terms and includes the following: the basic elements of music – rhythm, melody, harmony, and tone color; elements of musical form; and the major musical style periods and their representative composers from the Renaissance through the twentieth century.

The emphasis is placed on acquiring a grasp of these essentials sufficient to enable the student to become a more knowledgeable listener and to carry on the more strictly historical study embodied in any one of the semester musical literature courses which follow. No previous musical knowledge required.

(To receive credit for Music 101 a student must also take in the following semesters any one of the following musical literature courses: Music 104F through 117.)

Any of these alternatives will thus result in a hyphenated year-course.

Three lectures.

Freshman course. Requires no previous musical knowledge.

Hours B, D
103 Introduction to Music

This course is designed primarily for the student who, through amateur singing or playing of music – even at an elementary level, has had previous experience in music. It is concerned with the essentials of music theory, fundamental terminology, forms, and stylistic concepts of music in a more intensive manner than in Music 101.

Emphasis is placed upon the musical growth of the individual student by the acquisition of listening and analytical skills throughout the course. This is accomplished by ear-training drills, score-reading practice, sight-singing, and directed listening and analysis projects.

(Credit will not be given for both Music 101 and Music 103. To receive credit for Music 103 a student must also take in the following semesters any one of the following musical literature courses: Music 104F through 117.)

Any one of these alternatives will thus result in a hyphenated year-course.

Freshman course.

Hours B, D

DANKNER

104F American Music

A survey of musical development in this country from the seventeenth century psalters and eighteenth century New England tunesmiths through the genteel tradition, the rise of jazz, and the growth of art-music from the Boston academic tradition to the major American composers of the twentieth century.

Freshman course. Prerequisite, Music 101 or 103. Open to majors in American Civilization without Music 101 or 103.

Hours M

ROBERTS

[105 The Opera (Not offered 1975-76.)

The development of opera from 1600 to the present, covering such masters as Monteverdi, Lully, Rameau, Scarlatti, Gluck, Mozart, and representative nineteenth and twentieth century composers. Emphasis on listening and research projects. Short paper required.

Each year members of the course are invited to attend a rehearsal at the Metropolitan Opera House.

Freshman course. Prerequisite, Music 101 or 103.

Hours

SHAINMAN]

106 Beethoven

A consideration of selected compositions from each of Beethoven's creative periods. Special emphasis will be placed on the piano sonatas, the string quartets, "Fidelio," and the Ninth Symphony. The course will examine Beethoven's music in its historical context and evaluate the changes brought about by his art.

Freshman course. Prerequisite, Music 101 or 103.

Hours R

ROBERTS

- 245 -
Music

107 Verdi and Wagner
A study of the major works of these two nineteenth century masters of opera. Emphasis on listening and research projects. Short paper required.

Each year, members of the course are invited to attend a rehearsal at the Metropolitan Opera House.

Freshman course. Prerequisite, Music 101 or 103. Recommended to follow Music 105.

Hour M

108 The Symphony
A study of symphonic development as observed in such forms as the symphony, the symphonic poem, and the concert overture. Among other composers, the works of Haydn, Mozart, Beethoven, Berlioz, Liszt, Brahms, and Tschaikowsky will be stressed. Emphasis on score reading and listening.

Freshman course. Prerequisite, Music 101 or 103.

Hour M

113 The Concerto
A study of the solo concerto from the seventeenth century experimental works of Viadana and Gabrieli to the nineteenth and twentieth century virtuoso compositions of Bartok and Berg. Emphasis on score reading and listening.

Freshman course. Prerequisite, Music 101 or 103.

Hour N

114 Chamber Music
A survey of all forms of chamber music (trio sonata, trio, quartet, etc.) from the seventeenth century to the present time. Emphasis on listening and independent research projects.

Freshman course. Prerequisite, Music 101 or 103.

Hour N

115 Twentieth Century Music for Beginners
An historical survey of contemporary music through the World War II period (1945). Both traditional and transitional composers at the turn of the century are discussed and their major works introduced. In addition, a general view of the major trends and movements up to 1945 is shown. Emphasis on listening.

Freshman course. Prerequisite, Music 101 or 103. (Not intended for students planning to major in Music.) Students may not receive credit for Music 115 and Music 401.

Hour S
Music Since 1945 (Not offered 1975-76.)

Boulez and Stockhausen consider the year 1945 to be the year 0 in music. The course will survey the musical styles discovered as the Western World recovered from the shock of World War II and will examine in detail the experiments of innovative composers in both Western and Eastern Europe, and in the Americas up to the present time. Opera, Chamber music, choral and orchestral writing will be considered in addition to the newer multimedia forms involving theatre, art, mathematics, and the happening. Concerts, lectures, listening assignments, and a project (which might be a musical composition) will involve the student in this period and material.

Freshman course. Prerequisite, Music 101 or 103. (Not intended for students planning to major in Music.) Students may not receive credit for Music 116 and Music 402.

Hour

Mozart (Not offered 1975-76.)

A study of representative works combined with investigation of the man and the music-world of his time. Emphasis on listening, score reading and research projects.

Freshman course. Prerequisite, Music 101 or 103.

Hour

201-202 Elementary Harmony

A study of the basic principles of harmony, using major and minor triads and their inversions, non-chord tones, and the dominant 7th chord and its inversions. Extensive practice in the writing of original melodies; harmonization of basses and sopranos; analysis of pertinent examples from the works of various composers.

Sophomore course. Prerequisite, Music 101 or 103 and its semester of completion. With permission of the department, students having the requisite theoretical and keyboard knowledge, may take this course without prerequisite.

Hour

209 Medieval and Renaissance Music

A survey of the musical culture in western Europe from the monophonic repertoires of the early Christian church through its development within polyphonic compositions and the increasing growth of secular forms of music. Special emphasis will be placed upon individual reports and class projects, including a Collegium Musicum, which bring to life some of the vitality of that musical culture.

Sophomore course. Prerequisite, Music 101 or 103 and its semester of completion. Students may not receive credit for both Music 301 and Music 109.

Hour

210 Music in the Baroque Era

An examination of European music from the late-sixteenth century to mid-eighteenth century, showing contrasts between the musical styles of the late Renaissance
and the new Baroque era. The course culminates in a study of the life and works of Johann Sebastian Bach.

Sophomore course. Prerequisite, Music 101 or 103 and its semester of completion.

Hour B

[211 Music in the Classic Era (Not offered 1975-76.)

An examination of the transition from the Baroque to the Classic style in music; the Rococo style; the Mannheim school; the Classic Symphony, Sonata, Concerto, Chamber Music and Opera; and the lives and music of important composers including Haydn, Mozart, and Beethoven. Emphasis is placed upon listening.

Sophomore course. Prerequisite, Music 101 or 103 and its semester of completion.

Hour B

212 Music in the Romantic Era

A study of the period in music history beginning with the last works of Beethoven and ending with the year 1900. Emphasis on Schubert, Schumann, Brahms, Wagner, and Tchaikowsky, in addition to examination of the social, political, and economic scene. Score reading, listening, and research projects.

Sophomore course. Prerequisite, Music 101 or 103 and its semester of completion.

Hour B

301-302 Music in History

First semester: a critical study of Medieval and Renaissance music. Emphasis on listening, performance, and individual research projects. Students may not receive credit for both Music 301 and Music 209.

Second semester: is comprised of independent study and advanced work as part of one of the other “period” courses offered by the department (Music 210 Music in the Baroque Era, Music 211 Music in the Classic Era, Music 212 Music in the Romantic Era).

Junior course. Required of Music majors. Prerequisite, Music 101 or 103 and its semester course of completion. Music 201-202 is also recommended.

(Students with sufficient musical background may, with departmental approval, petition directly into this course without the prerequisite.)

Hour B

303-304 Advanced Harmony

Second year harmony study and analysis, including seventh chords, ninth, eleventh, and thirteenth chords, altered chords, and chromatic harmony in general. In the second semester the writing of simple compositions based on the material being studied.

Junior course. Prerequisite, Music 201-202.

Hour B
308 Orchestration and Instrumentation

Study of the use of the various standard instruments in orchestral music, including the special capabilities of each and their roles both as solo instruments and in combination. Orchestration of selected works for each family of instruments — (strings, woodwind, brass) — as well as scoring for full orchestra. Analysis of examples from major orchestral compositions.

Junior course. Prerequisite, Music 201-202 and some keyboard facility or permission of the instructor.

Hour M

Dankner

401-402 Twentieth Century Music

An historical survey of contemporary music. During the first semester both traditional and transitional composers at the turn of the century are discussed along with major trends and movements within the first half of the century. During the second semester the stylistic crisis at the turn of the century is re-examined and various compositions of differing compositional techniques are analyzed. Students are encouraged to write short compositions within these styles and special emphasis is placed upon the acquisition of listening skills.

Senior course. Prerequisites, Music 101 or 103 and its semester course of completion and 201-202 and 301-302. The completion of Music 303-304 is strongly urged.

Hour W First semester: Dankner and Members of the Department Second semester: Dankner

403-404 Counterpoint and Free Composition

A third year writing and analysis course leading to as much experience, practice, and public performance as possible.

Senior course. Prerequisite, Music 303-304 or permission of the instructor.

Hour Arr.

Dankner

352 Junior Thesis

Independent study in history or theory of music, under the supervision of a member of the department, as preparation for the senior thesis.

451-452 Senior Thesis

Recommended for music honors candidates.

SPECIAL STUDIES IN THE MUSICAL ART

325, 326 Musical Studies

These courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department to fulfill some project established by the consent of teacher, student, and department. The election is utilized to supplement the department’s course offerings, and may include such projects as the study of the literature and performance
Music, Philosophy

of the voice, the piano, the organ, or an orchestral instrument, or work in music theory (solfeggio, keyboard harmony, ear-training and dictation, counterpoint, and orchestration), or in ensemble (i.e., chamber-music literature and performance). The project may be continued by the election of the next-higher numbered course, or at that time the next-higher numbered course may be utilized for work within yet another facet of the musical art. The specific name of the project elected is to be specified after the title, “Musical Studies.”

Junior course. Prerequisites, Music 103 and its semester course of completion, Music 201-202 and the permission of the instructor. (Intended for music majors only.)

Hour Members of the Department

425, 426 Musical Studies

These courses are for work of a creative nature, based upon the talents and backgrounds of the individual student, working under the close guidance of a member of the department to fulfill some project established by the consent of teacher, student, and department. The election is utilized to supplement the department’s course offerings, and may include such projects as the study of the literature and performance of the voice, the piano, the organ, or an orchestral instrument, or work in music theory (solfeggio, keyboard harmony, ear-training and dictation, counterpoint, and orchestration), or in ensemble (i.e., chamber-music literature and performance). The project may be continued by the election of the next-higher numbered course, or at that time the next-higher numbered course may be utilized for work within yet another facet of the musical art. The specific name of the project elected is to be specified after the title, “Musical Studies.”

Senior course. Prerequisites, Music 103 and its semester course of completion, Music 201-202 and the permission of the instructor. (Intended for music majors only.)

Hour Members of the Department

PHILOSOPHY (Div. II)

Departmental Staff for 1975-76

Chairman, Professor N. M. Lawrence *

Acting Chairman, Professor D. D. O’Connor

Professor Lawrence *, Professor Verdeny, Professor O’Connor, Associate Professor Ogilvy **, Assistant Professor Beatty, Assistant Professor Kareulis.

Major Program

Requirements

Philosophy 101 Man and Society

*On sabbatical leave 1975-76
**Second semester 1975-76

- 250 -
Two courses in the history of philosophy:

*Either 201 or 202 and 208*

Five other Philosophy courses, of which at least two must be at the 300 level.

One of these courses may be substituted for by two courses in related fields.

**Philosophy 401  Senior Seminar: Philosophy and the Human Sciences**

Students who intend to do graduate study in philosophy are urged to elect either Philosophy 104 or Philosophy 331.

The aim of the major is to acquaint the student with the principal important areas of philosophical thought, showing how these influence and are influenced by more specialized fields of study. Since philosophy majors go into graduate study not only in philosophy, but in law, religion, and other areas as well, they are urged to diversify their electives accordingly.

Courses are labelled in the 100's, 200's, 300's and 400's as suitable for freshmen, sophomores, juniors and seniors respectively. There is no significance to course numbers within these levels.

**THE DEGREE WITH HONORS IN PHILOSOPHY**

Philosophy majors who intend to apply for the degree with honors will normally write a senior thesis in addition to the regular requirements above. Well qualified students may investigate, with the department, alternative ways of demonstrating excellence and originality. In any case, plans must be approved prior to the student’s senior year.

By February of that year the department will review the student’s qualifications for honors candidacy, to determine whether or not they should continue. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student’s work.

**101, 101S  Man and Society**

An introduction to the relationship between man as individual and man as social being. Problems of liberty, right, obligation, and self-realization. The place of scientific and religious ideas in the understanding of human conduct. Readings in Plato, Nietzsche, Mill, Kant, and others.

*Freshman course.*

**Hours**

101:  B, C, D, E, O  
101S:  B, C, D, E

**102  Nature and History**

How do we know human and physical nature, and what are the limits of our knowledge? Is history a rational process, and if so what are the laws governing so-
Philosophy


**Freshman course.** Prerequisite, History of Ideas 101 or Philosophy 101.

**Hour N**

104F Logic and Language

The course will introduce students to syllogisms, truth-tables, quantification and other formal techniques for testing the validity of arguments. In addition it will consider the validity of the evaluative techniques themselves. There will be emphasis on the practical applications of the material and a discussion of common logical fallacies.

**Freshman course.**

**Hour A**

201 Plato (Offered 1975-76; not to be offered 1976-77.)

A study of selected early, middle, and late dialogues, emphasizing the development of Plato’s thought and the importance of the problems Plato raised for all subsequent philosophy.

**Sophomore course.** Prerequisite, Philosophy 101.

**Hour M**

[202F Aristotle (Not offered 1975-76; to be offered 1976-77.)

A consideration of his search for an understanding of the ultimate principles of man’s world and for man’s self-realization in the light of that understanding. Readings in Ethics, Politics, Physics, Psychology, Metaphysics.

**Freshman and sophomore course.** Prerequisite, History of Ideas 101 or 102 or Philosophy 101.

**Hour**

208 Philosophical Origins of Modern Thought (same as History of Ideas 202)

A study of the formative period in modern philosophy. Readings in the great systematic thinkers: Descartes, Hobbes, Newton, Berkeley, Hume, Spinoza, Leibniz, and Kant, with special attention to the science and politics of their times.

**Sophomore course.** Prerequisite, Philosophy 101.

**Hour M**

215 Philosophy of Law (Offered 1975-76; not to be offered 1976-77.)

The course aims at a general understanding of the nature of law: as a restraining power, as an example or guide, as a representative of the public will, as a guardian of social equity, as “the witness and external deposit of our moral life.” Problems of civil disobedience, environmental law, and the idea of natural law.
Philosophy

There will be three extracurricular guests conducting sessions in special areas of the law. A mid-semester examination and a final drawn from a list of essay questions given out in advance.

Enrollment limited to 24. Preference will be given to juniors and seniors, and to sophomores with pertinent course work in other departments.

Prerequisite, Philosophy 101.

Hour  R

224 Philosophy in Literature

Images of man and reality in modern literature: Dostoevsky, Sartre, Camus, Nabokov, Ellison, Strand and others.

Freshman and sophomore course. Prerequisite, History of Ideas 101 or 102 or Philosophy 101.

Hour  S

228F Aesthetics

The Western tradition of systematic inquiry into the nature and value of art, as represented by Plato, Kant, Hegel, and others. Considerable attention will be given also to specific questions such as the following. What is the character of visual and literary representation, and how closely analogous are they? Is there such a thing as pure realism?

Freshman and sophomore course. Prerequisite, Philosophy 101.

Hour  S

234 Philosophy of Education (Offered 1975-76; not to be offered 1976-77.)

What do we mean by “education”? What are the characteristics of an “educated” person? How much of education is “schooling”? What are the aims of education? What can be achieved in the schools? What role should schooling play in the formation of individuals and in the larger aims of society?

These questions are pursued first in the educational philosophy of John Dewey and then in the writings of such contemporary theorists as Gray, Piaget, Neill, Holt, Dennison, Barth, Hawkins, Illich and others. The aim of the course is to bring philosophical theory to bear on contemporary educational issues. Substantial research essay required. For those interested, arrangements can be made for assisting in a local school classroom.

Prerequisite, Philosophy 101.

Hour  R

245 Approaches to Human Nature

A philosophical introduction to the understanding of human nature. Representative readings in the study of ancient man and his relatives, in the development of
intelligence in children, in the theory of perception, in the contrasting views of man
as creative and man as coerced: Pfeiffer, Piaget, Bergson, Freud, Whitehead or Teil-
hard de Chardin, and Skinner.

Sophomore course. Prerequisite, Philosophy 101.

Hour T

321S Existentialism

A study of the philosophical movement. Intensive reading in Kierkegaard, Sartre,
and selections from existential psychoanalysts. The course is not a literary inves-
tigation. It is an examination of the philosophical foundations of existentialism in
Kierkegaard, together with a consideration of developments in atheistic existentialism,
theistic existentialism and existential psychoanalysis.

Junior course. Prerequisite, Philosophy 101. Philosophy 102 or 208 recommended,
not required.

History of Ideas parallel course.

Hour U

322 Hegel and Heidegger (Not offered 1975-76; to be offered 1976-77.)

A study of two imaginative, controversial, and difficult philosophical works: Hegel's
Phenomenology of Spirit and Heidegger’s Being and Time.

Junior and senior course. Prerequisite, Philosophy 101 or 208.

Hour

323 Reason and Emotion (Not offered 1975-76; to be offered 1976-77.)

A study of the interplay of these two facets of human mentality in the effort to
acquire knowledge of reality and self-knowledge. The course aims at developing an
adequate theory of the emotional life and its place in rational thought and action.
Contemporary readings in philosophical theory and in the philosophical aspects of
some recent work in literature, psychology, and pedagogy.

NOTE: This course is concerned with both theory and practice. Participants must
commit themselves to regular attendance and active involvement. This course is
an experimental course with descriptive grading.

Junior course. Prerequisite, Philosophy 101 and permission of the instructor.

Hour

331S Philosophical Analysis

A course in recent work on the traditional problems of philosophy, stressing the
analysis of language. Modern advocates and critics of the view that all knowledge
rests on experience. A consideration of powerful challenges to common assumptions
about the scope of human knowledge: arguments that we cannot know any thing
outside our own minds, and arguments that we cannot know the thoughts and feel-
ings of others – or even that others really do think and feel. Attempts to refute these
sceptical arguments will provide a clearer grasp of the relations between the mind, the body, and the external world.

Philosophers considered include Bertrand Russell, Ayer, Quine, and Wittgenstein.

There will be an hour test and a medium-length paper, but no final. A high standard of reflection on the readings will be expected, and, accordingly, assignments will be kept short. The course is intended to complement but not presuppose 102 and 208.

_Junior course._ Prerequisite, Philosophy 101.

Hour T

333 The Biological Metaphor (Not offered 1975-76; to be offered 1976-77.)

Long before biology became a science people used analogies drawn from life as a process of organic growth and self-organizing, evolutionary development in an attempt to understand the functioning of a variety of “living” systems (social political, economic, cultural, etc.). Are there any limits to the explanatory power of the biological metaphor? Do all observable processes and phenomena (physical, psychological, literary, religious, etc.) form a natural continuum, or are there fundamental discontinuities between them that would prevent the use of a single structural paradigm for ordering and integrating all human experience?

This course is an experiment in interdisciplinary synthesis.

Prerequisite, Philosophy 101.

Hour

340 Philosophy and the Human Sciences (To be offered after 1975-76.)

355 Philosophy and Political Action

Philosophy has often been considered an essentially a-political or anti-political activity, a love of truth necessarily detached from practical, political concerns. This course will concern itself with the relation between intellectual activity and political activity in Plato, Machiavelli or Hobbes, Hegel, Marx and Engels, Mao Tse-tung, Arendt and other contemporary philosophers. Such issues as the moral and political responsibilities of intellectuals, objectivity and political commitment, civil disobedience, non-violent resistance, revolutionary violence and its justification will be considered.

Open to sophomores with the consent of the instructor.

_Junior course._ Prerequisite, Philosophy 101.

Hour N

366 Human Conduct

This course will examine different ideals of human conduct and the principles embodied in them. It will pursue such questions as the following: What does it mean to be a good human being? Why should anyone be moral or ethical? What is the relation between knowledge and goodness, between duty and happiness? What
Philosophy, Physical Education

do the various accounts of good conduct imply about the nature of man and the nature of reality? What problems are posed for morality by a pluralistic, changing society?

Readings in classical and contemporary philosophers.

Junior course. Prerequisite, Philosophy 101.

Hour O

401 (formerly 340) Senior Seminar: Philosophy and the Human Sciences (To be offered after 1975-76 as Philosophy 340.)

Major developments in the philosophical analysis of human action since the Second World War seen in relation to trends in the human sciences. Recent works by Anglo-American analytic philosophers (Kenny, Peters, Harre) and by continental and American phenomenologists (Merleau-Ponty, Schutz, Natanson). This is a seminar course.

Though not required, it is recommended that students taking this course should already have a basic course in either psychology, anthropology, sociology, economics, or political science.

Prerequisite, Philosophy 101.

Hour U

451-452 Senior Thesis

Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis.

PHYSICAL EDUCATION

Chairman, Dr. R. R. Peck

Assistant Professor DAILEY, Assistant Professor DZURINKO, Assistant Professor FARLEY, Assistant Professor LAMB, Assistant Professor MCCORMICK, Assistant Professor ODELL, Assistant Professor SAMUELSON, Assistant Professor SLOANE*, Assistant Professor TONG, Assistant Professor TOWSEND, Assistant Professor VENNELL, Lecturer PECK, BOSTERT, CRAWFORD, DEWEY, FISHER, RODGERS.

Physical Education is required for freshmen and sophomores. Credit for four semesters of Physical Education, to be completed by the end of the sophomore year, represents one of the requirements for the degree. This requirement may be met by participating in intercollegiate athletics on freshman or varsity teams or by participating in selected activities. A voluntary program of instruction is offered to all students dur-

*On leave 1975-76
Courses of instruction for the different quarters consist of:

First semester:

First quarter – Tennis, golf, basic swimming, fitness through running and cycling, trail maintenance, volleyball, archery, skin and scuba diving, lacrosse, dance.

Second quarter – Squash, basketball, advanced swimming, synchronized swimming, dance, basic skating skills, figure skating, fencing, skin and scuba diving, yoga, badminton, weight training, folk dance, aikido, racketball, volleyball.

First semester:

Second semester:

Third quarter – Squash, basketball, advanced swimming, dance, skiing, folk and square dancing, gymnastics, yoga, skin and scuba diving, badminton, aikido, weight training.

Fourth quarter – Tennis, golf, life saving and water safety, basic swimming, trail maintenance, volleyball, softball, fitness through running and cycling, soccer, skin and scuba diving, basic swimming.

Four sections meet two times per week in seventy-five minute periods and two sections meet three times per week in fifty-minute periods.

Hours  C, D, M, N, R, T

**PHYSICS (Div. III)**

**Departmental Staff for 1975-76**

*Chairman, Professor S. B. Crampton*

Professor Park, Professor F. Brown, Professor Crampton, Associate Professor Pierce, Assistant Professor Shelton*, Assistant Professor Lathrop, Mr. Simenas, Mr. Kirkpatrick.

**Major Program**

*Sequence courses*

Physics 142  General Physics I, Mechanics and Special Relativity (or Physics 103, 104 if taken prior to 1973-74)

*On leave second semester 1975-76*
Physics

Physics 201  General Physics II, Electric and Magnetic Theory
Physics 202  General Physics III, Optics, Thermodynamics and Quantum Physics
Physics 401  General Physics IV, Quantum Mechanics

Parallel courses
Physics 210 (or Mathematics 110)
A minimum of four additional courses in Physics above the 100 level plus the necessary Mathematics prerequisites. Mathematics 110 (or the equivalent) must be taken concurrently with or prior to Physics 142 and is prerequisite to Physics 201. Mathematics 201 and Physics 210 (or Mathematics 110) are prerequisite to Physics 401. It is recommended that students who plan graduate study in Physics elect Mathematics 301 and 302.

Introductory courses
The major sequence may be entered by a variety of routes depending on individual interests and backgrounds. Students who have taken a year of physics in high school are advised, but not required, to elect Physics 141 as a bridge to Physics 142. Students who have not taken physics in high school may enter Physics 142 directly from Physics 121, Physics 131, Astronomy 103 or Astronomy 111 if they can also meet the calculus requirements. Physics 142 is normally elected in freshman year, but the requirements for the major can be met if it is not taken until sophomore year. Students with advanced standing in physics normally elect Physics 201 as their first physics course here. Questions as to the appropriate route to the Physics major sequence should be directed to the department chairman prior to registration.

The Physics major program is devoted to experimental and theoretical physics as elements of the liberal arts. It aims to provide both conceptual and quantitative insight into the fundamental natural laws and phenomena which underlie all physical and biological systems and to acquaint the student with the mechanical and mathematical technology for studying them. The program is intended to stand by itself as a basis for understanding physical phenomena in their relation to our material and cultural environment and as preparation for advanced study in physics, engineering, and other fields for which an understanding of physics and physical technology is useful.

The Astronomy and Physics Major offered jointly by the Astronomy and Physics Departments is described just after the Astronomy course listings.

THE DEGREE WITH HONORS IN PHYSICS

The honors degree in physics will be awarded to students who show outstanding originality and initiative in their work in physics. It is expected that the usual mode for demonstrating these qualities will be a formal senior thesis presenting the results of an experimental or theoretical investigation carried out by the student. This research project will usually be carried out as part of the normal academic load of the student extending over at least the first semester and winter study period of the
It may include, but except under unusual circumstances will not consist exclusively of, a program carried out during the summer. There will be no grade requirements (other than college-wide requirements for remaining in good academic standing) for entry into the thesis research program. Instead, those students who wish to enter the program will normally choose a thesis topic and a faculty adviser during the second semester of their junior year, and will write a substantial report during that semester demonstrating that they have carried out a significant amount of background study and can reasonably expect to carry out a successful thesis project. Entry to the thesis program will be contingent upon adequate performance on this report.

Proposals for other activities which may satisfy the criteria for a degree with honors in physics will be considered on their merits by the department. Students are advised to consult with the department chairman before embarking on such activities.

It should be emphasized that attainment of a specific grade average or mere completion of any activity, thesis or otherwise, does not satisfy the requirements for the degree with Honors. The criteria are outstanding originality and initiative in the judgment of the department.

EXCHANGE STUDENTS

Students from other institutions wishing to register for junior and senior courses in Physics should do so in person with a member of the Physics Department staff. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Registering students are requested to have with them transcripts of previous college work in mathematics and physics. Attention is particularly called to Physics 451, 452, Senior Thesis, registration for which is only possible after consultation with and approval by the person who is to direct the thesis.

COURSES FOR NON-MAJORS

The department offers a number of courses both for students who require a survey course as background for study of other natural sciences or admission to graduate professional school and for those who simply wish to broaden their college experience with a physics course or two. Physics 121, 122 is intended primarily for students not majoring in any natural science who are interested in physical phenomena as they relate to ordinary experience. Physics 131, 132 is intended particularly to meet the needs of majors in other natural sciences and candidates for admission to graduate professional schools. In addition, there are several 330-level courses in physics and astronomy designed to introduce junior and senior majors in the humanities and social sciences to special topics not normally accessible to students not majoring in physics. These courses are closed to physics and chemistry majors and freshmen and to sophomores. All courses in physics except those in the 330 series satisfy the Division requirement.
Physics

121  *The Physical Point of View I*

Introduction to the basic concepts of physics which are useful for understanding phenomena in the world around us. Considerable emphasis will be placed on practical and philosophical implications of physics. Principal topics covered will be mechanics, temperature and heat, weather and climate, and sound.

Physics 121 and 122 are designed primarily for students who have little or no high school background in physics and do not plan to major in a natural science. They do not satisfy the admissions requirements of most medical schools.

Demonstration lectures and discussions, three hours a week; laboratory, one hour a week.

*Hour  N  Conferences:  C, D, E, Y, Z Wed.*

[122  *The Physical Point of View II (Not offered 1975-76.)*

Continuation of course 121. Light and color, electricity and magnetism, and nuclear reactors.

*Freshman course.* Physics 121 is not a prerequisite to Physics 122, but is recommended. Students taking Physics 122 who have not had Physics 121 will be asked to do a little extra background reading. Students may not get credit for both Physics 122 and Art 310.

*Hour  SHELTON*

131, 132  *Introductory Physics*

*First semester:* Basic concepts of the traditional branches of physics with contemporary applications.

*Second semester:* Continuation of Physics 131, with emphasis on developments during the twentieth century.

This course is designed primarily for students who require a year of physics with laboratory as background for study of other natural sciences or admission to graduate professional school. It does not require any previous study of physics or calculus. Physics 131, 132 does not satisfy the prerequisite for Physics 201, but students may enter Physics 142 directly from Physics 131 if they are also taking or have taken the equivalent of Mathematics 107 (or 109) and 110.

Course material equivalent to three hours of lecture and two hours of laboratory weekly will be divided into self-paced learning units through which each student will progress at a rate consistent with mastery of the material. The laboratory and conference rooms will be open to all students during the assigned class and laboratory section hours to provide time for discussions with the instructors, the taking and grading of tests on study units and the performance of self-scheduled laboratory experiments. Administrative details and requirements for attaining particular grade levels will be discussed at the first meeting.

*Freshman course.* Physics 131 is prerequisite to Physics 132. Credit will not be given for both 121, 122 and 131, 132.

*Hour  N  Lab. sections: Mon., Tu., Wed., Th.*

Pierce, Simenas and Members of the Department
141 Waves, Fields, and Relativity

Wave motion, interference, and beats, with special emphasis on the parts played by these phenomena in a unified understanding of contemporary physics. Electric and magnetic fields and the explanation of light as a wave motion in these fields. Introduction to special relativity.

Lectures and discussions, three hours a week; one two-hour laboratory every week.

*Freshman course.* Prerequisite, one year of physics in high school or college.

*Hour* M Lab. section: Tu., Wed., Th. F. Brown, Park

142 General Physics I, Mechanics and Special Relativity

Introduction to particle dynamics and the special theory of relativity. Emphasis will be placed on developing an ability to analyze the motion of simple systems using conservation laws and other first principles.

This course is intended for students who plan to major in physics or in one of the other sciences or mathematics as preparation for graduate study and professional work in those fields or in engineering.

Lectures and conferences, three hours a week; one two-hour laboratory period every other week; problem sets.

*Freshman course.* Prerequisite, a year of high school physics or one semester of college physics or astronomy. Students taking Physics 142 must have had or be taking Mathematics 110 or the equivalent.

*Hour* M Lab. sections: Tu., Wed. Crampton

201 General Physics II, Electric and Magnetic Theory

Electrostatics, steady currents, and moving charges. Special relativity and the electromagnetic field, Maxwell's equations. Microscopic theory of dielectrics and magnetic materials.

Lectures and discussion, three hours a week; laboratory, two hours a week; problem sets.

*Sophomore course.* Prerequisite, Physics 142 (or 103, 104 if taken prior to 1973-74) and Mathematics 110 or the equivalent.

*Hour* C Lab. sections: Mon., Tu., Wed. Crampton, Park

202 General Physics III, Optics, Thermodynamics and Quantum Physics

Optics, Kinetic theory, first and second laws of thermodynamics, and introduction to quantum theory.

Lectures and discussion, three hours a week; problem sets; one three-hour laboratory every week.

*Sophomore course.* Prerequisite, Physics 201.

*Hour* C Lab. sections: Mon., Wed. F. Brown
Physics

[204  Electronics  (Not offered 1975-76; to be offered 1976-77.)

  Physical properties and circuit applications of passive and active electronic circuit components. Analysis and design of amplifiers, oscillators, and digital logic circuits, using modern semiconductor devices.

  Two lectures and two laboratory periods each week.

  Sophomore, junior and senior course. Prerequisite, Physics 201.

  Hour 210  Applied Mathematics for Physical Scientists

  Introduction to mathematical methods useful for the solution of physical problems: differential and integral equations, Fourier series and integrals, orthonormal sets of functions, and complex variables.

  Lectures and discussion, three hours a week; problem sets.

  Sophomore and junior course. Prerequisite, Mathematics 110 or equivalent.

  Hour 220F  Energy and the Environment (same as Geology 205)  (Not offered 1975-76; to be offered 1976-77.)

  See under Geology for full description.

[302  Advanced Laboratory  (Not offered 1975-76; to be offered 1976-77.)

  Students will select, in consultation with staff members, several advanced experiments available from the fields of atomic, nuclear, and solid state physics. Selection of experiments will be based on the interests and professional aims of the individual student, and consideration will be given to proposals for the development of new experiments.

  Two three-hour laboratories each week and outside reading.

  Junior course. Prerequisite, Physics 202.

  Hour 323  Solar Physics (same as Astronomy 323)  (Not offered 1975-76.)

  See under Astronomy for full description.

330  Structure and Evolution of the Universe (same as Astronomy 330)

  See under Astronomy for full description.

335  Elementary Particles

  An introduction for nonscientists to the study of matter at its most fundamental level. Enough physics will be developed to afford an understanding of the scientific problems and the experimental methods. Special attention will be paid to the problem of formulating theories of things that cannot be directly observed. Demonstration lectures, reading and one long paper.
Junior and senior course. Prerequisite, working knowledge of high school algebra. Closed to physics and chemistry majors. May not be taken to satisfy Division III requirement.

**Hour B**

**401 General Physics IV, Quantum Mechanics**

Development of the Schrödinger wave equation, Hermitian operators, stationary states, orbital and spin angular momentum, perturbation theory, applications to atomic and molecular systems.

Lectures and discussion, three hours a week; problem sets.

Junior and senior course. Prerequisite, Physics 201, 202 and Mathematics 201 and Physics 210 (or Mathematics 110).

**Hour M**

**402 Classical and Quantum Mechanics (Offered 1975-76; not to be offered 1976-77.)**

Lagrangian and Hamiltonian formulation of particle mechanics and the motion of continuous media. Topics and methods will be chosen so as to emphasize the relation with quantum mechanics, and several ways of deriving one from the other will be pointed out. Designed to introduce students to the methods of classical dynamics and at the same time to exploit the material of Physics 401.

Junior and senior course. Prerequisite, Physics 401.

**Hour L**

**403S Solid State Physics (Offered 1975-76; not to be offered 1976-77.)**

Crystalline structure, elastic and thermal properties, theory of electrons in metals, introduction to band theory, properties of semiconductors, magnetic and dielectric properties, crystal defects.

Informal lectures, problems, and discussion.

Junior and senior course. Prerequisite, Physics 202.

**Hour D**

**405 Thermodynamics and Statistical Mechanics (Not offered 1975-76; to be offered 1976-77.)**

Physics of systems containing large numbers of particles and derivation of their properties by statistical methods. Macroscopic thermodynamics and the relation between the two approaches. Quantum statistics.

Lectures and discussion, three hours a week.

Junior and senior course. Prerequisite, Physics 202 and 210 (or Mathematics 110.)

**Hour**
Physics

[406] Nuclear Physics and Fundamental Particles (Not offered 1975-76; to be offered 1976-77.)

Seminar with equal participation by students, three hours a week.
Junior and senior course. Prerequisite, Physics 401.

Hour

[407] Cosmology (same as Astronomy 407) (Not offered 1975-76.)

See under Astronomy for full description.

408F Theory of Electromagnetic Fields and Waves

Mathematical methods in potential theory, Maxwell's equations, theory of radiation by moving charges and from systems of conductors, propagation of electromagnetic waves in solids and plasmas. Selected topics in quantum electronics such as the theory of partial coherence and of stimulated emission by atoms and molecules will be taken up according to class interest and available time.

Junior and senior course. Prerequisite, Physics 201 and 202.
Hour B F. Brown

409 Astrophysics Seminar: Radio Astronomy (same as Astronomy 409)

See under Astronomy for full course description.

451, 452 Senior Thesis

An experimental project is started in junior year, is continued in 451 for the semester, and is a full-time activity through the Winter Study Period. A student may, with consent of the department, elect to continue his thesis work in the second semester by registering for 452. The results of the investigation, together with a theoretical background study, are presented in a formal thesis. Under unusual circumstances, a student may be permitted to initiate an experimental project in senior year or to substitute a theoretical project. Students are expected to have some familiarity with the problems and experimental methods of the projects of their classmates. For this purpose seminars will be held from time to time.

Members of the Department

Advanced Courses

The department welcomes requests by groups of students for credit or shorter non-credit courses in topics not covered by the regular curriculum.

Colloquium

The Staffs of the Physics and Astronomy Departments meet on Monday afternoons to discuss recently published and unpublished work. Members of other science departments, and undergraduates are welcome, and undergraduate majors are expected to attend.

Hour 4:00 - 5:00 Mon.
POLITICAL ECONOMY (Div. II)

Chairman, Professor M. Brown

Advisory Committee: Assistant Professor Baer, Assistant Professor Baker*, Professor Barnett, Assistant Professor Bartlett, Professor M. Brown, Professor F. Greene, Professor Kershaw, Professor Lewis, Assistant Professor McPherson, Assistant Professor Williams.

MAJOR PROGRAM

Political Science 101 Introduction to American Politics
Economics 101 Introduction to Economics
Political Science 102 International Relations
Economics 251 Price and Allocation Theory
Economics 252 Income and Growth Theory
Political Science 202 Empirical Political Science
Political Economy 301 Analytical Views of Political Economy
Two electives in Political Science or in Economics or one in each
Political Economy 401, 402 The Political Economy of Change: National and International Aspects

The major offers substantial separate study in both Political Science and Economics. In the junior year a conscious merging of the viewpoints of economics and political science is undertaken, and the major culminates with a senior course, taught jointly by members of the two departments, in which both disciplines are brought to bear on issues of political economic change and policy making. The three Political Economy courses are designed jointly by political scientists and economists and are usually jointly taught as well. The major seeks to surmount the sometimes artificial barriers of specialization that may characterize either subject taken by itself. Its interdisciplinary character may make Political Economy particularly suitable for Area Studies concentrators. It is designed to give those who enter public service, business, or law a grasp of the governmental and economic environment within which they will have to operate; and to give those who continue in academic work an opportunity to make the interdependence of political and economic forces the foundation of their more advanced studies.

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

To be considered for the degree with honors a student must apply to the Political Economy Advisory Committee early in his final semester with a written statement of his potential qualifications. The degree with honors is awarded on the recommenda-

*On leave first semester 1975-76
tion of the Committee to students who demonstrate outstanding initiative and achievement in at least two categories of intellectual effort related to this joint field.

These include: independent study course or thesis, teaching assistantship, summer or extracurricular jobs or service (with written report), organization and pursuance of a student-initiated course or WSP 99, consistently superior work in the major, individual written and oral contributions to Political Economy 401, 402 special study projects.

AFRO-AMERICAN STUDIES AND AREA STUDIES

Students majoring in Political Economy who wish credit for a concentration in Afro-American or Area Studies may take either four regular courses in the field of concentration or three such courses plus one winter study project. In either case, one of the courses taken must be in economics and one in political science. This program may replace the elective required for majors who do not register for such a concentration.

301 Analytical Views of Political Economy

Political economy deals with the creation and distribution of values within a society, and the effects that government policy can have on this process. What one sees in examining this field depends on what one is willing and able to look for, i.e., on the analytic view adopted. This course concentrates attention on analytical differences among neoclassical economic analysis, pluralistic models of politics, institutionalism, and Marxist-radical models, and on the development of these frameworks of analysis. Questions of power, the public interest, the distribution of income, the role of government, and the formation of public policy will be examined from these various perspectives.

Junior course. Required in Political Economy major but open to nonmajors. Prerequisites, Economics 101 and Political Science 101.

Hours S, T The T section is limited to Political Economy majors in their junior year.

BARTLETT, McPherson, Tauber

401, 402 The Political Economy of Change: National and International Aspects

First semester: Studies of some central issues affecting contemporary nation states in their pursuit of economic growth and political modernization: political and economic aspects of regional integration, planning, trade, international monetary relations, foreign investment, and security relations among the industrialized states.

Second semester: Institutions and methods of making public policy choices in the United States. Basic concepts of political economy for coping with social change through governmental action. Introduction to analytical methods such as systems analysis, programming-planning-budgeting, and bargaining theory. Student study groups investigate current policy issues and make written and oral presentations of
their findings and recommendations, after intensive reading and interviews (during spring recess) with public and private officials.

**Senior course.** Required course in the major. Prerequisites, Economics 251, 252 and Political Science 202.

**Hour M**

**First semester:** F. Greene, Lewis

**Second semester:** M. Brown, McPherson

451-452 Senior Thesis

**POLITICAL SCIENCE (Div. II)**

**DEPARTMENTAL STAFF FOR 1975-76**

Chairman, Professor F. Greene

Professor Barnett, Professor M. Brown, Professor Burns, Professor F. Greene, Professor Hastings, Professor Tauber, Associate Professor Marcus, Associate Professor Jorling, Assistant Professor Baer, Assistant Professor Baker*, Assistant Professor Jacobsohn*, Booth, Krouse.

**MAJOR PROGRAM**

**Sequence courses**

Political Science 101, 102 Introduction to American Politics, International Relations

Political Science 201, 202 Political Philosophy, Empirical Political Science

Any one-term Political Science senior seminar, or a senior individual project comprising one term and a winter study

**Parallel courses**

a) One semester course in area studies (220 series) to be taken by end of junior year (not required of those following the comparative politics route in (b) immediately below).

b) Two semester courses in one of the following areas of concentration:

- American Politics (Group A)
- International Relations (Group B)
- Political Philosophy (Group C)
- Comparative Politics (Group D)

*On leave first semester 1975-76*
**Political Science**

c) One other semester course (two for comparative politics concentration) in political science. Two semester courses above the introductory level in one associated discipline or program, subject to the approval of the department, can be used to substitute for one political science semester course.

Sophomores with prerequisites may take a junior course during the sophomore year, without formal permission of the department.

**Winter Study Project**

One Winter Study Project in Political Science, to be taken during the junior or senior year. Those selecting the independent project should take this in senior year.

The assumption of the major in Political Science is that the sequence of required courses should provide not only a substantive knowledge of politics in different contexts, but also a framework for learning, within which students should be held responsible for their own education. This reflects a view of liberal arts education which stresses the importance of personal judgment and commitment, as well as study of a discipline.

The foundation of the major consists of four preparatory courses, normally to be taken during the freshman and sophomore years. The introductory courses of the first year expose the student to the realities of American politics and international relations; the analytical courses of the second year introduce the student to political philosophy and empirical political science, as approaches to the study of politics.

Normally political science majors would be expected to take Political Science 201, 202 following 101, 102. But there are also a group of 200-level courses available to those who wish to explore elective offerings in their second year.

The more advanced 300-level courses are also open to students who wish to explore various electives with minimum constraints on choice; at least one of these must be taken in fulfillment of parallel course requirements.

During the first semester of junior year, students will elect the individual project or seminar route for the completion of their major. Those electing the project route must have their advisor and topic agreed upon by the end of that year. Those choosing the seminar route will be grouped according to their fields of interest for their senior year; normally three fields will be available in a given year. Their choice must be in the area of their elective concentration; students must have completed one, and preferably both, electives before taking the senior seminar. In any event, the second course must be taken simultaneously with the seminar. The comprehensive examination will be in the student’s field of specialization.

**AFRO-AMERICAN STUDIES AND AREA STUDIES**

Students majoring in Political Science who are undertaking a four-course Afro-American or Area Studies program, and who are candidates for the regular degree, may take two courses under either program in other departments as the two-course variant of parallel course c).
THE DEGREE WITH HONORS IN POLITICAL SCIENCE

The departmental provisions for the degree with honors require a demonstration of excellence in several and diverse settings, not circumscribed by the classroom. Hence, excellence is viewed as being linked less with superior performance on examinations than with the exercise of imagination, initiative, intellectual independence and responsibility.

To become a candidate for the degree with honors, the Political Science major formally applies to the department in February of his senior year. The application consists of a 250 word statement reflective of the student's selfconsciousness and educational sophistication and of such evidence of achievement as the applicant wishes to submit. The exact nature of the evidence neither can nor should be stipulated or prescribed. For example, appropriate manifestations of unusual originality and initiative may range from Political Science independent projects, across self-taught or self-initiated courses and colloquia, to extracurricular intellectual engagements, and on to sustained political and civic activity, and meaningful summer or part-time jobs with a substantial political science content.

Details on department honors degree procedures as well as extensive suggestions for ways to demonstrate unusual interest and critical imagination, are contained in the departmental document entitled “The Degree with Honors.” Every incoming major receives a copy of that document. All other interested students can obtain a copy from the department secretary.

101, 101S Introduction to American Politics

The course begins with an exploration of different understandings of politics: as competing political and institutional claims, and as a reflection of differing life-styles and communities. It examines traditional assumptions underlying the American political regime, and analyzes contemporary challenges – racism, poverty, urban decay, political dissent, and bureaucracy. A primary goal of the course, secured through a consideration of contemporary issues and elections, is to enable the student to evaluate the extent to which two-party politics and the electoral system are capable of meeting the challenges of post-industrial society.

Freshman course.

Hours 101:  L, M, R, S, U
       101S:  L, M, S

102F, 102 International Relations

A broad introductory survey of international relations dealing with three major substantive areas: 1) Nation-states – goals, interests, capabilities, concepts of power and security; 2) Decision-making and leadership in crisis and non-crisis situations; 3) the International System – political and economic integration, alliance relationships, intervention. A final section of the course deals with the effectiveness of international law and organization as instruments of conflict resolution. The course
Political Science

emphasizes current problems and gives a broad geographic coverage.

Freshman course.

Hours 102F: O
       102: L, N, R, U

201, 201S Political Philosophy

The content of political philosophy from the Greeks through the moderns. A critical study of major political philosophies that provide systematic answers to the recurring questions about the nature of man, political society, and the proper method of studying politics.

Sophomore course.

Hours 201: N, U
       201S: R, U

202F, 202 Empirical Political Science (same as Sociology 212F, 212 Empirical Social Science)

Three major problems of political science as a discipline developing theory: the logic of inquiry, measurement and language, and methodology. Critical emphasis is placed on the assumptions of the scientific method, quantification and techniques of data collection and analysis. Examples of substantive research are used which indicate both success and failure. The interrelationship of theory and research is stressed.

Sophomore course.

Hours 202F: N
       202: S, T

209 Public Opinion and Political Behavior

Psychological and sociological factors affecting the formation and change of political attitudes. The interaction of public opinion and decision-making among political elites. Relationships between political attitudes and candidate choice, participation in pressure groups and political parties. A critical examination of the survey research technique. Each student conducts a project using public opinion data. Project report and final examination.

Open to freshmen. Group A Prerequisite, Psychology 101 or Political Science 101.

Hour M

[211, 211S The American Judicial System (Not offered 1975-76; to be offered 1976-77.)

A study of the courts in the American political system emphasizing the United States Supreme Court and the exercise of judicial review. A major focus of the course is the judicial decision making process. Attention is paid to the role of the courts in a democratic society.

Sophomore and junior course. Group A Prerequisite, Political Science 101.

Hour

JACOBSON]
[213S Contemporary Problems in U.S. Foreign Policy Making (Not offered 1975-76; to be offered 1976-77.)

An analysis of the formulation and practice of American foreign policy in the post-1945 period, with emphasis on its relation to the domestic political process. A study of the interplay of party and group politics, public opinion and foreign affairs. An examination of the constitutional relationship and relative powers of the President and Congress in the field of foreign policy. An evaluation of contemporary American policy in the light of the theories and concepts of international relations.

Sophomore and junior course. Group B Prerequisite, Political Science 102 or permission of the instructor.

Hour

F. Greene]

[215 American Parties and Politics (Not offered 1975-76; to be offered 1976-77.)

Political parties, their role in democracy, and the nature of the party system in relation to other social and political processes, including economic and social trends, interest groups, political leaders and leadership. Two-party politics as compared to the politics of third parties, mass movements, and the New Left. Field studies of politicians and political districts. The major problem will be the prospects for major realignment and reorganization of American parties.

Sophomore and junior course. Group A Prerequisite, Political Science 101.

Hour

BURNS]

[216 Presidential Leadership and the Legislative Process (Not offered 1975-76; to be offered 1976-77.)

A study of the policy-making process in the United States Government, with special emphasis on the roles and relationships of the President and Congress, the nature of leadership in these institutions, the politics of the legislative process, and the impact of these systems on the scope and quality of public policy.

Sophomore and junior course. Group A Prerequisite, Political Science 101.

Hour

M. Brown]

[218 The Legislative Process (Not offered 1975-76; to be offered 1976-77.)

Using both theoretical and case studies the process of law making will be examined and analyzed. The course will include an inquiry into the philosophical and constitutional foundation of legislation. Focusing on the Congress of the United States, specific attention will be given to the organizational, procedural, membership, party and political dimensions as those factors relate to the enactment of laws. Case studies will explore in detail the issues and responses of the legislative process. Both the opportunities and constraints of the process will be reviewed and highlighted.

Open to sophomores, juniors and seniors. Group A Prerequisite, Political Science 101.

Hour

JORLING]
Political Science

220 Modernization (Offered 1975-76; not to be offered 1976-77.)
An examination of the relationship between modernization and political change. Topics to be explored: revolution and the process of modernization; political elites and the management of rapid social changes; modernization and the transformation of foreign policies. Case studies will include both industrializing and industrial states as illustrations.
Sophomore and junior course. Group D
Hour

223S Soviet Government and Problems of Political Change in Communist Systems (Offered 1975-76; not to be offered 1976-77.)
An examination of the Soviet political system with special emphasis on change and continuity since Stalin's death. The problems of transition from a developing to a modern society will be explored in the study: the redefinition of the role of the Communist Party, the re-emergence of political and literary dissent (Sakharov and Solzhenitsyn), consumerism and reform in industrial management, and the decline of ideology. Considerable attention will also be paid to film (notably Eisenstein) for the insights it provides into Soviet politics.
Sophomore and junior course. Group D
Hour

224 The Far East (Offered 1975-76; not to be offered 1976-77.)
A study of recent political developments in the Far East. Major emphasis is placed on Japan under American occupation and after, the political revolution in China and its consequences, and developments in contemporary India. This area is then examined with special reference to American and Russian roles in the area.
Sophomore and junior course. Group D
Hour

225 Latin American Politics (Offered 1975-76; not to be offered 1976-77.)
A comparative analysis of the problems of political development in several Latin American nations. The nations considered represent types of the political system: e.g., political democracy, 'tutelary' democracy, and totalitarian oligarchy. Discussion of obstacles to national unification and patterns of political participation.
Sophomore and junior course. Group D
Hour

[227 Israel and the Arabs: Dilemmas of Middle Eastern Politics (Not offered 1975-76; to be offered 1976-77.)
The Middle East as a problem area in international politics. The course will be structured around the examination of four major themes: the Arab-Israeli conflict,
Arab unity, underdevelopment, and oil. The domestic and international politics of Israel and Egypt will receive major emphasis.

_Sophomore and junior course. Group D
Hour_  

[228 _The Politics of Western Europe: Great Britain, France, and West Germany_ (Not offered 1975-76; to be offered 1976-77.)

The popular bourgeois social theories of the “postindustrial society” and the “end of ideology” are analyzed as actual ideologies masking increased political and social tensions that challenge the order of the early postwar years. Data and analyses of changing class structures, institutional (especially parliamentary) breakdowns, recurrent mobilizations of workers and students, repression and manipulation as governmental response to crises, growing bureaucratization, authoritarian leadership in France and Germany, emancipatory efforts and subcultures are presented on a comparative basis.

Appropriate readings are prepared for each class to provide the basis for seminar discussion (class participation is graded). Two 12-to-15 page papers on problems of special interest to the student are required. No hour or final examinations.

_Sophomore and junior course. Group D
Hour_  

[231 _International Law, Organization and Survival_ (Offered 1975-76; not to be offered 1976-77.)

An examination of the capacity of the international system to regulate violence, greed and inhumanity in the interest of world survival. International law, and the United Nations structures, will be analyzed with respect to their impact on such current issues as the law of the sea, environmental protection, food, fuel and energy, population, terrorism, and multinational enterprises. International peace-keeping and the “new majority” will also be discussed.

_Sophomore and junior course. Prerequisite, Political Science 102. Group B
Hour_  

[241 _Democratic Theory_

This course will study the evolution of democratic ideas from the eighteenth century to the present and will focus upon selected problems in the theory and practice of modern democracy. Among the topics to be considered are the meaning and justification of the democratic idea; liberal versus nonliberal theories of democracy; representation and participation in the democratic process; and the impact of modern conditions upon the possibility of democratic rule. Particular attention will be paid to contemporary pluralist and elitist theories of democracy and to criticisms of these approaches.

_Sophomore and junior course. Group C
Hour_
Political Science

243  Symbols in Politics (Offered 1975-76; not to be offered 1976-77.)

An exploration into how symbols, as well as rituals, myths and ceremony, create order and structure in society. We will examine how dissent and compliance are defined and constrained. A model of politics and society will be used that illuminates hierarchy and communication among inferiors, superiors and equals. This model is primarily dramaturgical in nature. The basic question the course seeks to answer is: how the future is created out of the motives and purposes of the past. There will be a final exam and two brief papers. Primarily lecture and some discussion.

Sophomore and junior course. Prerequisite, Political Science 101. Group A

Hour T

Political Economy 301  Analytical Views of Political Economy

See under Political Economy for full description. Group C

306 American Legal Philosophy (Not offered 1975-76; to be offered 1976-77.)

An analysis of the problems, perspectives, and controversies of American legal thought with particular emphasis on constitutional jurisprudence. The approaches include important statements of the historical, analytical, sociological, pragmatic, and ethical schools of jurisprudence. Students will become acquainted with the contributions of such crucial figures as Marshall, Gray, Pound, Holmes, Cardozo, Frank and Fuller. An important object of the course will be to consider and evaluate the application of the contrasting approaches to actual problems of constitutional adjudication. Among the broader issues discussed in the context of these considerations are the legal endorsement of morality, the moral grounds for disobedience to law, and the nature and limits of judicial law-making.

Junior and senior course. Group C

Hour

318F  Civil Liberties in the United States (Offered 1975-76; not to be offered 1976-77.)

A study of civil liberties in American society, emphasizing both theory and practice. Judicial decisions, historical materials, the works of political philosophers, and contemporary social criticism are studied in an attempt to enhance the understanding of basic justifications of our civil liberties, and the factors and forces that restrict or enlarge them.

Junior and senior course. Group A  Prerequisite, Political Science 101.

Hour L

327S  Democracy and Capitalism in Europe: The Case of Germany

A study of the social and political systems of postwar (West) Germany, this course stresses the processes of economic, political and social restoration. Based on common readings, class discussion and informal lectures by the instructor, the course analyzes
the foreign and domestic sources of Germany’s resurgence, and the factors of socio-economic and political stability and instability.

Among topics discussed: the impact of the American Occupation, control of the working class, political reorganization of the bourgeoisie, the politics of the churches and of expellee organizations, the growth and calcification of political parties, radicalism of the Right and Left, the Berlin issue, Germany’s strategic position, democratic or authoritarian prospects.

Junior and senior course. Group D
Hour N

335S Urban Life and Politics (Offered 1975-76; not to be offered 1976-77.)
An examination of urban political structure and processes as they flow from the geographical, social, structural and ethnic group arrangements of American cities. In addition to consideration of the general patterns of American urban life and its politics, specific cities will be examined in depth on the ways in which their social and political structures have operated in areas of recent issue concern – crime and fear in the city, housing, race and inter-ethnic group relations, the environment, etc.

Junior and senior course. Group A No prerequisite.
Hour N

337 Psychology of Political Behavior (Not offered 1975-76; to be offered 1976-77.)
An examination of the relationship of personality factors in political behavior. Some of the areas of political behavior that will be explored are: race relations, political violence, political beliefs and ideology, leadership and voting behavior. Attempts will be made to provide the class with direct laboratory experiments as well as the more typical lecture and discussion. A paper or project report will be required. A final exam will not be required.

Junior and senior course. Group A No prerequisite.
Hour M

340 Environmental Law (Offered 1975-76; not to be offered 1976-77.)
An introduction to the rapidly expanding process and body of law related to the environment. Emphasis will be on an understanding of the opportunities and limitations of law in resolving and establishing environmental related public policy. The course will include a survey of both the process and substance of judicial law, legislation, administrative law, and emerging forms of international law, dealing with pollution control, land use, and natural resource exploitation. Basic legal doctrines such as property rights and public trust will be examined.

Limited to juniors and seniors. Group A
Hour O

- 275 -
Political Science

351S  American National Security Policy (Offered 1975-76; not to be offered 1976-77.)
A study of American efforts to attain national security in the period since 1945. Emphasis is placed upon the relationship of this problem to American diplomacy, the development of military technology and the problems of strategy, and the political considerations of feasibility in policy-making.

*Junior and senior course. Group B*  Prerequisite, by permission of instructor.

*Hour  M  F. Greene*

[354  Counterrevolution in Theory and Practice (Not offered 1975-76.)]
Emphasis centers on the development of the concept “counterrevolution” as a heuristic device, a critical review of the major theories of Fascism and other counter-revolutionary movements, analysis of various movements in diverse cultural settings, and study of the structure and politics of counterrevolutionary regimes.

Before the Spring recess, the course material is presented in the form of lectures by the instructor. Meanwhile, the students – formed into study groups of two or three – prepare research reports on topics of special interest to them. After the Spring recess, the course will be run as a seminar, with each research group presenting its work to the class for discussion and criticism.

There are no examinations. A first draft of the seminar paper is due by Spring recess and receives a provisional grade. The course grade reflects the quality of participation in the research group, class participation during the seminars, and the seminar paper.

*Junior and senior course. Group C*  Tauber

[366  Topics in Modern Socialist Thought (Not offered 1975-76; to be offered 1976-77.)]
This course stresses the detailed analysis of Marxist thought, emphasizing its relationship to Hegel and Feuerbach. The focus is on the humanistic implications of Marx’s theories of freedom, emancipated work, alienation, ideology, and revolution, as well as on the fundamental importance of critique as the core of dialectical thinking.

*Junior and senior course. Group C  Tauber*

371  Political Leadership in Changing Societies (Offered 1975-76; not to be offered 1976-77.)
Personal, social, and political sources of political leadership. Settings, types, and techniques of political leadership. Major emphasis will be placed on presidential leadership in the United States. The main problem will be the present and potential role of political and intellectual leadership in theories of social causation. Among the leaders studied will be Gandhi, Wilson, Lenin, Hitler and Roosevelt, along with secondary leaders. No examination; substantial written work.

*Junior and senior course. Group C  Limited to 15.  Burns*  

*Hour  W*
Criminal Justice in America (Not offered 1975-76; to be offered 1976-77.)

An introduction to the principles and problems of criminal justice as it relates to moral, social, political, and legal concepts. The emphasis will be on the American experience, although more general considerations and comparisons with other systems will be introduced as well. Analysis and discussion of legal cases will constitute a substantial part of the course, but other materials and readings will be required. In addition to considering briefly the extent and causes of crime, the course will include such topics as the reasons for punishing crime; the process of criminal justice; the roles of the police; the prosecutor, the defense attorney, the jury, and the judge; the rights of criminal defendants; the trial; plea-bargaining; sentencing; rehabilitation and correction. Attention will be given to "political trials" and "victimless crimes." Appraisal of the system and proposals for its reform will be considered.

There will be an hour examination, a final examination, and an optional paper.

Junior course. Group A Prerequisites, Political Science 101 or Sociology 204 or Psychology 241.

Hour Barnett

451-452 Senior Thesis

SENIOR COURSES

401 Independent Project

The Senior Major, having discussed with relevant faculty members a variety of study projects during the second semester of his junior year, devotes a semester and a winter study to an inquiry of his choice.

Prerequisite, Political Science 201 and 202.

Hour

402 Independent Project

Same as Political Science 401, but offered in the second semester.

Hour

405 Diplomacy and Negotiation

A seminar on how states manage their official non-violent relations. The structure and various tasks of diplomatic missions, and their methods and style will be reviewed, in part through memoirs. Negotiating behavior will be analyzed from case studies concerning the Indo-China War (Geneva 1954, Paris 1973), the Arab-Israeli wars, and others, including conferences on international functional cooperation. Students will develop their own research topic for oral and written presentation.

Group B

Hour T M. Brown
Political Science, Psychology

406 Public Policy Analysis

The seminar will examine the formation of public policy in the American national government. Part of the course will be devoted to the analysis of strictly domestic policy. Topics to be considered include: the background and value biases of the elite personnel who make domestic policy decisions, American race and civil rights policies, U.S. agricultural, food, and hunger politics, and others. A second portion of the course will consider the blending of domestic and foreign policies in a single extended case study of the U.S. involvement in the Vietnam War and the feedback of that war into domestic politics, especially in the use of domestic political repression.

The course is open to all students; senior majors in Political Science will conduct individual policy analysis projects in consultation with the instructor.

Group A
Hour W

408 Selected Issues in Constitutional Law

An advanced seminar with in-depth focus upon key issues of constitutional law. Possible general topic areas include the equal protection clause of the 14th Amendment, the concept of “state action,” freedom of expression and the first amendment, the constitution and religion and the constitution and education. Within these broad areas each student will be encouraged to develop for class presentation and discussion an in-depth case analysis of a self-chosen specific topic such as obscenity, abortion, busing, sex discrimination, etc.

Group A
Hour R

PSYCHOLOGY (Div. II)

Departmental Staff for 1975-76

Chairman, Professor P. Cramer

Professor Cramer, Professor Hastings, Professor McGill*, Professor Rouse, Associate Professor Crider, Associate Professor Goethals, Associate Professor Quadagno, Assistant Professor Amidon, Assistant Professor Criswell, Assistant Professor Godfrey, Assistant Professor Klos, Assistant Professor McGillis**, Assistant Professor Shepela, Assistant Professor L. Warren**

Major Program

Psychology 101 or 101S Introductory Psychology
Psychology 201 Quantitative Methods in Psychology or, by the end of the junior

*On sabbatical leave 1975-76
**On leave 1975-76
year, pass a Departmental examination in statistics. Information concerning preparation for this examination can be obtained from the Department. It is strongly recommended that students take this course in the sophomore year.

At least one course from each of the following areas:

Area 1: Psychology 212 Animal Behavior
Psychology 213 Physiological Psychology
Psychology 214 Neuropsychology
Psychology 215 Learning and Motivation
Psychology 311 Brain Chemistry and Behavior

Area 2: Psychology 222 Sensation and Perception
Psychology 224 Human Learning and Cognition
Psychology 225 Developmental Psychology
Psychology 321 Theories of Memory and Thought
Psychology 322 Development of Symbolic Behaviors
Psychology 323 (formerly 324) Child Development in the Early Years

Area 3: Psychology 231 Personality Theories
Psychology 232 Behavior Disorders
Psychology 331 Personality and Problems in Childhood
Psychology 332 Identity-Seeking in the College Years
Psychology 333 Educational Psychology

Area 4: Psychology 241 Introductory Social Psychology
Psychology 242 Group Development and Change
Psychology 243 Social Influence
Psychology 244 Interpersonal Behavior
Psychology 246 Attitudes and Attitude Change
Psychology 342 The Social Psychology of Aggression

A Psychology senior seminar

Additional courses to make a minimum of nine semester courses in Psychology, or of eight courses in Psychology plus two advanced courses in associated fields approved by the Department. The student must apply in writing for this approval. Students who are candidates for the Degree with Honors in Psychology must take a total of ten semester courses in Psychology (or nine plus two, as above), including one senior seminar, plus a Winter Study in conjunction with Psychology 451-452.

THE DEGREE WITH HONORS IN PSYCHOLOGY

In order to be recommended for the degree with Honors a student is expected to enroll in Psychology 451-452 and the corresponding Winter Study Period, and to write an acceptable thesis, based on experimental work, naturalistic or other behavioral observation, or other methods appropriate to the study of Psychology. Presentation of a thesis, however, should not be interpreted as a guarantee to a degree with Honors.
Psychology

PSYCOBIOLOGY

Psychology or Biology majors may emphasize studies in the area of Psychobiology. Interested students are encouraged to consult with members of either Department in choosing courses. Recommended courses include Biology 205, Primate Biology and Behavior; Psychology 212, Animal Behavior; Psychology 213, Physiological Psychology; Psychology 214, Neuropsychology; Psychology 215, Learning and Motivation. Other courses may be selected according to the student's interests.

101, 101S Introductory Psychology

An introduction to the scientific study of behavior. Areas of psychology considered include biopsychology, conditioning and learning, cognitive processes, development, personality, abnormal behavior and social psychology.

Freshman course.

Hour C

201 Quantitative Methods in Psychology

An introduction to the use of statistical methods in the analysis and interpretation of psychological data. Lectures are coordinated with weekly laboratory projects.

This course will satisfy Division III requirement. Majors electing this course should do so by their junior year.

Prerequisite, Psychology 101.

Hour D Lab. section: W

212 Animal Behavior (same as Biology 208)

A study of the contributions of zoology, ethology, comparative psychology, and other disciplines to our understanding of the behavior of animals. Topics include the "nature-nurture" controversy, behavior genetics, physiological control of behavior, critical periods and imprinting, sensory processes, orientation, communication, learning, motivation, social behavior, and the evolution of behavior. Each student will carry out an experimental investigation concerned with some aspect of animal behavior. Two hour examinations and a final examination.

This course will satisfy Division III requirement.

Open to freshmen. Prerequisite, Psychology 101 or Biology 101 or permission of the instructors.

Hour M Lab. section: Arr.

213 Physiological Psychology

A study of the physiological correlates of behavior. Topics include the basic structure and function of the nervous system in relation to behavior, the genetics of behavioral differences, sensory and motor processes, and hormonal influences on beh-
Psychology

Behavior. Each student will carry out an experimental investigation concerned with some aspect of physiological psychology. Two hour examinations and a final examination.

This course will satisfy Division III requirement.
Prerequisite, Psychology 101 or Biology 101.

Hour N Lab. section: Arr.

214 Neuropsychology
An examination of the physiology of brain structures and their role in mediating behavior. Special emphasis is placed on drug action and behavior, mechanisms of behavioral arousal, sub-cortical centers for primary motivation, emotional behavior, effects of lesions and stimulation on behavior, neural consolidation and memory, and physiological and biochemical theories of learning and memory. Three laboratories, a term paper, two hour examinations and a final examination.

This course will satisfy Division III requirement.
Open to freshmen. Prerequisite, Psychology 101 or Biology 101.
Hour S Lab. section: Arr.

215 Learning and Motivation
A consideration of contemporary topics in learning and their implications to a theory of behavior. The course will include lectures, discussion, and laboratory research focusing on conditioning models, anxiety, aversive behavior, parameters and mechanisms of learning and memory, theories of learning, and basic and acquired motivational systems. The literature stemming from animal research will be emphasized. Each student will complete an independent laboratory project. Biweekly short papers and a final examination.

This course will satisfy Division III requirement.
Prerequisite, Psychology 101.
Hour T Lab. section: Arr.

222 Sensation and Perception
How we perceive colors, shapes, words, tones, music, speech, tastes, odors, flavors, temperatures, touches and tickles. Methods used to study these achievements. The world as a constructive cognitive process; psychologists’ successes and failures with some psychophysical epistemological problems.

An empirical (solo or team) project; five self-scheduled demonstration laboratory exercises; an hour examination; a scheduled final examination.

This course will satisfy Division III requirement.
Open to freshmen. Prerequisite, Psychology 101.
Hour N Lab. section: Arr.
Psychology

224 Human Learning and Cognition
An examination of the cognitive processes involved in acquiring, retaining and using information. Topics include learning, memory, imagery, thinking and problem solving, and the role of language in cognitive functioning. Students conduct a group research project in one of these areas. Several three page research critiques, an hour test and a final examination.
Open to freshmen. Prerequisite, Psychology 101.
Hour U Lab. section: Y

225 Developmental Psychology
A study of the development of psychological functioning from infancy through adolescence. Topics covered include heredity, instinct and unlearned behavior; perception; cognition and language acquisition, emotional, social and moral development. The theoretical contributions of behaviorism, Piaget, Freud and Erikson are discussed. In addition to lectures, each student will have laboratory experience with observational and experimental methods used to study children.
Two lectures and one discussion and laboratory meeting per week. One hour test, term paper or research project, final examination.
Prerequisite, Psychology 101.
Hour B Lab. sections: R Mon., T Tu.

231 Personality Theories
Psychoanalytic, interpersonal, and phenomenological theories of personality with emphasis on the work of Freud, Adler, White, Sullivan, Rogers. Application of the theories to published case studies. Lectures and discussions.
Prerequisite, Psychology 101. Midterm and final examination.
Hour M

232 Behavior Disorders
A study of the major forms of psychological disability – neurosis, psychosis, and character disorder – emphasizing changing conceptions of their nature and treatment. Prerequisite, Psychology 101. Hour test, paper and final examination.
Hour T

241, 241S Introductory Social Psychology
A survey of the major research traditions in the field of social psychology. Problems, concepts, and methods in the study of social behavior are discussed. Topics include conformity, attitude change, person perception and interpersonal attraction.
Prerequisite, Psychology 101.
Hour 241: S
241S: O

Shepela

Amidon

Klos

Crider

Godfrey Hastings
242 Group Development and Change

The formation, structure, and functions of social groups ranging from informal peer groups to formal social organizations. The development of communication and power networks, leadership, social norms, and role and status systems. Each student conducts a case study of a specific group. A project report and a final examination.

Open to freshmen. Prerequisite, Psychology 101.

Hour M Hastings

243 Social Influence

A study of social psychological research on interpersonal influence and attitude change. Topics include conformity, decision making in groups, persuasion, and resistance to persuasion. Current research is applied to problems such as political campaigning, advertising, and racism. Each student carries out an empirical investigation.

Prerequisite, Psychology 101. Hour exam, final exam, empirical project.

Hour R Goethals

244 Interpersonal Behavior

An investigation of personality and situational variables affecting social interaction. The course considers the development of the self-concept, the perception and evaluation of other people, self-presentation, interactional styles, non-verbal behavior, theories of dyadic and triadic interaction, deviancy, and organizational and collective behavior.

Open to freshmen. Prerequisite, Psychology 101. Two one-hour exams, final exam.

Hour D Goethals

246 Attitudes and Attitude Change

Theories, research, and practical implications of the social psychological study of attitudes. Attitude formation is explored and current research on changing attitudes and behavior is applied to problems such as indoctrination, brain-washing and advertising. A variety of methodological approaches to the study of social behavior are discussed. Each student carries out an empirical investigation.

Midterm exam, final exam, and research paper.

Prerequisite, Psychology 101.

Hour L Godfrey

301 Psychological Theories

A historical and critical examination of schools and systems of psychology including structuralism, functionalism, Gestalt, behaviorism, psychoanalysis and the experimental analysis of behavior.

Prerequisite, Psychology 101.

Hour R Rouse
Psychology

311  Brain Chemistry and Behavior
The course is divided into two parts. The work during the first five weeks consists of lectures, discussion, and student presentations centering on a general survey of: psychopharmacology; the biochemical basis for learning, motivation, and emotion; drug states and behavior; neurochemical and interactions and behavior; and the biochemical substrates of mood and psychological disorders. The remaining portion of the semester is devoted to developing an integrated group-research project based upon prior reading, acquiring laboratory skills, executing the project, and assessing the results.

Students will be graded on their oral/written presentation, final exam, and laboratory work.
Prerequisite, Psychology 101 and 214. Enrollment limited to juniors and seniors.
Hour L

Criswell

321  Theories of Memory and Thought
A study of the methods and results of the psychoanalytic, stimulus-response and information processing schools. Special attention is given to sleep and dreams, vigilance, the role of attention in learning and memory and the distinctions between short term and long term memory.
Prerequisite, Psychology 101 and one other semester course in Psychology.
Hour M

Rouse

322  Development of Symbolic Behaviors
A developmental approach to symbolic processes such as imagery, language, and thinking. Readings and class discussion consider the way in which these processes are related and how they affect the child’s concepts of reality. In addition to empirical research, theoretical writings of Piaget, Vygotsky, and others are discussed in detail.
Course requirements: Two one-hour exams; term paper or research project.
Prerequisite, Psychology 225 or permission of instructor.
Hour R

Amidon

323 (formerly 324)  Child Development in the Early Years (Offered 1975-76; not to be offered 1976-77.)
A consideration of cognitive and emotional development in the very young child, with emphasis on the first two years of life.
Hour test, paper, final examination.
Prerequisite, Psychology 101 and one other semester course in Psychology and permission of the instructor. Psychology 225 is strongly recommended. Enrollment limited.
Hour S

Cramer

- 284 -
[331  Personality and Problems in Childhood (Not offered 7975-76; to be offered 1976-77.)
A discussion of the development of intelligence, personality, sex-role, play, and psychopathology in children. These topics are considered both from the point of view of psychodynamic theory and from empirical-clinical investigations.
Hour test, term paper, final exam.
Prerequisites, Psychology 101 and 225 or permission of the instructor.
Hour

332  Identity-Seeking in the College Years
A personality and social relations approach to young adult development, focusing on the issues of personal autonomy, basic-value awareness, sexuality, intimacy, and relationship to the community. Application of the readings to published first-person accounts by college students of their experience. Lectures and discussions.
Research project and final examination.
Prerequisite, Psychology 101 and 231.
Limited to juniors and seniors.
Hour  R

333  Educational Psychology
The application of psychological findings and principles to educational practice. Seminar discussions of important texts and student research reports on topics of interest. Each student will be given the chance to apply his or her skills by assisting in a local school classroom at regular intervals. This course is designed primarily for upper level students of psychology contemplating teaching careers.
Prerequisite, permission of the instructor.  Enrollment limited.
Hour  N

[342  The Social Psychology of Aggression (Not offered 1975-76.)
Major theories of aggression are investigated, including physiological, ethological, psychoanalytic and social learning approaches. Topics range from interpersonal aggression to intergroup conflict, and applied problems such as the impact of crowding and televised violence are explored.
Midterm exam, final exam and paper.
Prerequisite, Psychology 101.
Hour

344  Environmental Psychology
The course will examine the impact of the man-made (physical and social) environment on the psychological life of the individual. Topics will include personal space, privacy, crowding, architectural structures, urban blight, and urban renewal.
Psychology

Course requirements: Three tests and a project (either experimental research or term paper).
Prerequisite, Psychology 101.

Hour N

397, 398 Independent Study
Open to upperclassmen with permission of the Department.

Hour

GODFREY

351-452 Senior Thesis
Independent study and research under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, ordinarily the student will design and execute a research project, the results of which will be reported in a thesis. In exceptional cases, the thesis may consist of a critical survey of the literature bearing on a special topic in psychology.
Prerequisite, permission of the department.

MEMBERS OF THE DEPARTMENT

SENIOR COURSES
Each of these courses is an examination of advanced topics in the areas indicated. They are limited in enrollment with preference given to senior psychology majors.
Prerequisite, permission of the instructor.

412 Biopsychology
The reproductive behavior of laboratory rodents is used to illustrate a variety of variables that are effective in producing individual differences in behavior. Among the variables considered are genetic differences, hormonal differentiation and activation, neural mechanisms, early experience, learning, age differences, and changes in the environment. An attempt is made throughout the course to relate the research findings to a theoretical model.

Hour W

QUADAGNO

421 Topics in Information Processing
We are consistently surrounded by more stimulation than we can attend to at any one time. The role of language and imagery in our selection of information from the environment, its processing, storage, and retrieval, will be among the topics considered. Students will participate in extensive reading and discussion of the current literature.

Midterm exam and final paper or research proposal.
Prerequisite, Psychology 224 or Psychology 321.

Hour T

SHEPETA

[422 Imagination and Memory (Not offered 1975-76.)]
A study of the role of imagination and memory in cognitive functioning. Consideration of research on topics such as imagery, fantasy, creativity, and dreaming.
Emphasis is on the analysis of the origins and functions of these behaviors, and the methodological problems in studying mental phenomena.

424 Language Development

A consideration of language acquisition and use. Theoretical readings and empirical research focus on how the child learns language and how his linguistic skills relate to intellectual development in general. Specific topics include: semantics and meaning, syntactic development, bilingualism, and social aspects of language.

Course requirements: Term paper or research project, participation in class discussion.

Prerequisite, Psychology 225 or permission of instructor.

432 Psychological Testing (Offered 1975-76; not to be offered 1976-77.)

A survey of the tests used in schools, clinics, and hospitals, including intelligence tests, interest and personality inventories, and projective tests. The student becomes familiar with these tests by (1) learning how to critically evaluate a psychological test, and (2) learning how to interpret tests given to others and to himself.

Hour test, two projects, final exam.

434 Seminar in Personality

A study of personality development and interpersonal relationship. Readings on personality theory, psychotherapeutic process, and family interaction patterns. Application of theory to published case studies.

Requirements: One class presentation of a case analysis and a term paper or research project.

Prerequisite, Psychology 231.

435 Stress, Disease and Coping

Life stress and its impact on psychological and physical well-being. The influence of personality and coping style on the reaction to stress. The theory and practice of meliorative techniques such as biofeedback and TM.

441 Theories of Interpersonal Behavior

The phenomena of social interaction and its products are studied. Topics include responses to social pressure, self-justification, the enactment of social roles, group productivity, self-definition, and intimacy. The course emphasizes the synthesis of the students' academic knowledge of and personal experience with interpersonal interaction. Each student develops a theory of interaction.
RELIGION (Div. II)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor H. G. Little, Jr.

Professor Eusden*, Professor Little, Associate Professor Petersen**, Assistant Professor Courtright, Assistant Professor Taylor, Assistant Professor Nadel.

MAJOR PROGRAM

The major program in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a universal phenomenon of psychological, sociological and cultural/historical dimensions; and to confront students with the beliefs, practices and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion his/her own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. It consists of at least nine semester courses as follows:

Required sequence courses
- Religion 101 (101S) Introduction to Religion
- Religion 301 Psychology of Religion
- Religion 302 Religion and Society (Same as Sociology 308)
- Religion 401-402 Issues in the Study of Religious Thought and Behavior

Elective courses
Four additional courses in Religion to be selected in such a way that at least one course is taken in both the Western and non-Western traditions.

The listed prerequisites will determine in part the manner in which elective courses can be chosen. Students will construct their sequence in consultation with departmental advisors and subject to their approval.

Students are advised to elect additional courses in related fields (e.g., psychology, sociology, anthropology, art, history, philosophy) in order to gain a clearer understanding of the social and cultural contexts in which religions appear.

For those who wish to go beyond the formally listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

*On sabbatical leave second semester 1975-76
**On sabbatical leave 1975-76
THE DEGREE WITH HONORS IN RELIGION

The degree with honors in Religion may be awarded either on the basis of independent study and a thesis, or on the basis of exemplary performance in the major. The thesis option entails a three-semester program of independent study culminating in a thesis as follows:

Required and elective sequence courses,

One semester of independent study in Religion in the junior year, and

Religion 451-452 Senior Thesis (including Winter Study Project) in the senior year.

Exemplary performance is understood to be a combination of achievements in major courses and distinctive contributions, particularly in the 401 and 402 seminars.

In both cases, the student must apply for honors recognition, and present his credentials, to the department in February of his senior year.

101, 101S Introduction to Religion

An examination of the structure and dynamics of certain aspects of religious thought, action and sensibility – employing psychological, sociological, anthropological and phenomenological modes of inquiry. The course offers a general exposure to basic methodological issues in the study of religion, and includes consideration of several types of religious expression in non-literate and literate societies. Requirements: a midterm paper and a final examination.

Hours L, S, T

202 The Development of Christian Thought (same as History of Ideas 102)

An exploration of the development of the Christian tradition from the second century A.D. to the Reformation. The inquiry will focus on pivotal theological-philosophical controversies and social-cultural crises that have shaped Christian history. Consideration will be given to such issues as the relation between early Christianity and the Roman Empire, Christianity’s encounter with Gnosticism, early Christological and trinitarian debates, the medieval synthesis, and the rise of the Reformation. The course will examine the relation between theological problems and the historical-cultural conditions from which they emerge.

No prerequisite. Requirements: a midterm paper and a final examination.

Hour R

203 Gospels, the Gospel Tradition, and Jesus (Not offered 1975-76; to be offered 1976-77.)

A study of Gospel literature, both canonical (Matthew, Mark, Luke, John) and non-canonical (e.g., Peter, Thomas). Focus on the contributions of Gospel writers,
Religion

the early churches, and Jesus to this literature and to the history of early Christian thought reflected in it.

No prerequisite. Requirements: a midterm paper and either a final research paper or a final examination.

Hour Petersen

204  The Jewish Bible and the Christian Old Testament (Not offered 1975-76; to be offered 1976-77.)

A selective study of historical, wisdom, prophetic, and revelatory literature from the Old Testament. Literary and historical criticism will be employed in order to determine the basic elements of Hebrew thought in their historical development from the formation of the Israelite nation to the Maccabean revolt.

No prerequisite. Requirements: a midterm paper and either a final research paper or a final examination.

Hour Petersen

205 (formerly 206)  Classic Statements of Asian Traditions (same as Art 288F)

An interdisciplinary study of eight major historical, religious and artistic statements of traditional India, China and Japan. Recurrent cultural themes such as the nature of the self, the role of the individual in society, the relation of man to nature, and the meaning of freedom will be studied comparatively through a close analysis of each of the eight texts, paintings, and monuments. Among the statements to be considered are: the Bhagavad Gītā, the Diamond Sutra, and the Buddhist monuments at Sanchi from India; the Analects of Confucius, the Tao-Tē-Ching, and representative landscape paintings from China; Haiku poetry and the Zen garden at Ryoan-ji, Kyoto, from Japan. These works will be presented in class both through lectures and discussions involving the four instructors. There will also be individual and small group work designed to make maximum use of the specializations of the instructors and the particular interests of the students.

No prerequisite. (The course is especially intended for students who have done no previous course work in Asian Studies.)

Hour T Beach, Courtright, Eusden, Frost

207  The Hindu Tradition

An introduction to the varieties of Hinduism in relation to its Indian cultural setting. Attention will be given to Hindu expressions of ritual, philosophy, meditational techniques, devotional poetry, religious attitudes toward the self and society, and the practice of Hinduism in contemporary India. Readings will be drawn largely from translations of primary texts and from anthropological studies of Hinduism. Readings will be supplemented by lectures, films, and recordings.

No prerequisite. Requirements: a midterm examination and a final paper.

Hour M Courtright
208 **Buddhism in India and Southeast Asia**

An introductory inquiry into the major characteristics of the Buddhist tradition from its beginnings in India through its expansion into Southeast Asia and the Himalayan cultural area. Consideration will be given to major conceptual, ritual, meditative, and social dimensions of Buddhism through readings in translation of primary texts, philosophical studies, and anthropological analyses of the practice of Buddhism in contemporary Southeast Asia.

No prerequisite. Requirements: a midterm examination and a final paper.

*Hour* N  
*Courtright*

211 **American Religious Studies**

An examination of the major figures, from Puritanism to Process thought, who have given form and expression to religious thought in America. Rather than providing a comprehensive historical survey, the course will study in detail selected religious thinkers, such as Edwards, Emerson, Bushnell, James, Dewey, the Niebuhrs, and the process theologians, who have wrestled most provocatively with those issues that have predominately characterized the American religious experience. In doing so, it will attempt to gauge the significance of their reflections upon such focal questions as nature, community, God, and experience.

No prerequisite. Requirements: a midterm examination and a final paper.

*Hour* S  
*Nadel*

213 **Contemporary Jewish Thought**

Beginning with a brief historical overview of recent Jewish history—the Emancipation, the Holocaust, and the rebirth of Israel—this course will focus on major contemporary Jewish thinkers, including theologians, literary critics, and novelists. Attention will be given to such men as Buber, Heschel, Fackenheim, Rubenstein, George Steiner, Wiesel, and Malamud. The course will attempt to isolate the general characteristics of Jewish theology, and will concentrate on common themes which have preoccupied all of these thinkers, e.g., history, the problem of evil and suffering and the importance of witness.

No prerequisite. Requirements: a midterm examination and a final paper.

*Hour* U  
*Nadel*

216 **Religion and Literature**

An introductory inquiry into the nature, methods, and purposes of interdisciplinary work in religion and literature. After a study of several theologians of culture, the course will sample the writings of critics who have reflected upon the relationships between religion and literature, and will conclude with a detailed examination of selected literary works, such as Sophocles' *Oedipus Rex*, Shakespeare's *The Tempest*, Hawthorne's *The Scarlet Letter*, Conrad's *Lord Jim*, Kafka's *The Trial*, Heller's *Catch 22*. 
Religion

Prerequisite, English 101 or permission of instructor. Requirements: a midterm examination and a final paper.

*Hour M*

301 Psychology of Religion

An inquiry into the psychological dimensions of religious awareness. From a detailed analysis of major psychological theorists such as Kierkegaard, James, Freud, Jung, Erikson, N. O. Brown, and others, an effort will be made to determine the psychological origin and function of religion. The course will be concerned to establish connections between religious and psychological categories such as sin and neurosis, ego integration and faith, identity crisis and conversion, and psychotherapy and salvation.

Prerequisites, Religion 101 or Psychology 231 or 232 or Philosophy 102. Requirements: a midterm paper and a final examination.

*Hour R*

302 Religion and Society (same as Sociology 308)

An inquiry into the theoretical foundations of certain classical sociological perspectives on religion. An attempt will be made to estimate the sociological significance of viewing religion as a factor in the creation, legitimation and transformation of social existence. Using methods of comparative analysis, attention will be given to the relationship between various religious interpretations of human experience on the one hand, and patterns of cultural formation/criticism, social organization/differentiation, and personality synthesis/crisis on the other. Conducted in the light of an intensive examination of Durkheim, Lévi-Strauss, Weber, Schutz and Bellah.

Prerequisite, Religion 101 or Anthropology 101 or Philosophy 208 or Sociology 102 or Political Science 201.

Requirements: a midterm examination and a final paper.

*Hour N*

303 Trends in Nineteenth Century European Religious Thought

A detailed consideration of the crucial era (1790-1855) in Western intellectual history during which the Enlightenment was breaking down and foundations were being laid for twentieth century reflection. Attention will be focused on the following pivotal figures of the period: Kant, Schleiermacher, Hegel, and Kierkegaard. In addition to acquiring familiarity with these formative thinkers, the course is intended to help students to begin to develop the background necessary for substantial work in current religious, philosophical, and social scientific inquiry. This course is especially recommended for students who intend to take Religion 304 or 307.

Prerequisite, Religion 101 or 202 or Philosophy 101 or 102 or 208 or History 304.

Requirements: A midterm examination and a final paper.
304 Trends in Contemporary Western Religious Thought

A study of the major movements in twentieth century Western religious thought. An analysis of the origin and dissolution of neo-orthodoxy will form the point of departure for the exploration of recent theological trends such as: the death of God "theology," process theology, theology of hope, theology of play, political theology, and experiential theology. Authors to be read include: Barth, Bultmann, Altizer, Tillich, Kaufman, Cobb, Daly and R. R. Niebuhr.

Prerequisite, Religion 101 or 307 or Philosophy 208 or History of Ideas 102.

Requirements: a midterm examination and a final paper.

Hour T

TAYLOR

307 Religion and Modern Secularism

An inquiry into the religious background of and response to certain trends in modern secular consciousness. Attention will be given to the thought of Tillich, Freud, Marx, Berger, Erikson, Keen, Cox, Lifton, Ricoeur and others. The course will thus focus on some of the ways in which the varieties of contemporary religious and secular experience have been defined by theologians, philosophers of religion, sociologists and psychoanalysts.

Prerequisite, Religion 101 or 202 or 203 or 204 or Philosophy 208.

Requirements: a midterm examination and a final paper.

Hour N

LITTLE

316 Trends in Indian Religious Traditions (Topics will vary from year to year)

1975-76: Hindu and Buddhist Philosophical Perspectives

A detailed study of four major Hindu and Buddhist religious systems and the thinkers associated with them: (1) Hindu Non-Dualism (Advaita Vedânta) attributed to Sankara, (2) Hindu Qualified Non-Dualism (Vîsistadvaita Vedânta) associated with Râmânuja, (3) Buddhist "Middle Way" Philosophy (Madhyâmika) according to Nagarjuna, and (4) Buddhist Tantra as taught by Naropa. These four traditions will be studied in terms of their internal coherence and compared with each other with the intention of clarifying the broader themes of Indian religious understandings of the nature of the self, the cause and elimination of suffering, the possibilities for knowledge, and the meaning of freedom.

Prerequisite, either Religion 207 or 208.

Requirements: classroom oral reports and a major research paper.

Hour U

COURTRIGHT

318 Paul and the Beginnings of a Christian Theology (Not offered 1975-76; to be offered 1976-77.)

An analysis of Paul's letters as documents of intellectual and social change. An attempt to define the form and content of Christian thought as it emerged out of
Religion, Romanic Languages

Judaism and spread into the Greco-Roman world. A consideration of the impact Paul had on the churches founded by him, on his followers who wrote letters in his name, on Luke who domesticated him for orthodoxy in the book of Acts, on gnostics who accepted him for what they thought he meant, and on the main stream Christianity of the first two centuries which virtually ignored him.

Prerequisite, Religion 203 or permission of instructor. Requirement: a final research paper.

Hour

401-402 Issues in the Study of Religious Thought and Behavior

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research.

Prerequisite, senior major status or permission of instructor. Requirements: class reports, papers, and substantial research projects.

Hour

451-452 Senior Thesis

ROMANIC LANGUAGES (Div. I)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor G. Pistorius

Professor Piper, Professor Pistorius, Professor Savacool, Mrs. Smith, Assistant Professor Aquila, Assistant Professor Callaghan, Assistant Professor Giménez, Assistant Professor Parsons*, Mr. Nicastro, Mrs. Desrosiers**.

FRENCH (Div. I)

MAJOR PROGRAM

Sequence courses

French 109 Introduction to French Literature, Part I: Classicism, Romanticism, Realism

*On leave 1975-76
**First semester 1975-76
Romanic Languages, French

French 110 Introduction to French Literature, Part II: *Le Récit*, Study of Genre
French 201 Romanticism, Study of a Literary Movement or
French 203 Eighteenth Century Fiction
French 202 The Nineteenth Century Novel
French 301 Classical Theatre
French 203 The Nineteenth Century Novel
Romance Languages 302 Introduction to Romance Linguistics or
French 309 Ideas and Doctrines, from Montaigne to Rousseau
French 303 The Novel from Gide to Camus
French 402 A study of a Single Author (André Malraux)

Electives:

(Students entering the major at the 109 level must elect one parallel course. Students entering the major at the 201 level must elect three parallel courses. Such students may, with the permission of the Department, substitute an approved course in Art, History or Music for one of their three parallel courses.)

French 304 The Novel, from the Naturalists to Proust
French 305 Symbolism
French 306 Modern Theatre

The French major, consisting of nine semester courses and one Winter Study Project, seeks to provide training in literary analysis and linguistic expression through the study of selected texts. Emphasis is placed on the changing styles of form and subject matter from the Renaissance to the modern era.

Students intending to major in French, and who are considering the possibility of taking their junior year in France, should discuss their program with a member of the department early in the sophomore year.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

THE DEGREE WITH HONORS IN FRENCH

Students who are registered as majors in French may, in their senior year, qualify as candidates for the Degree with Honors (a) by submitting a Senior Thesis (French 451-452) of honors quality, or (b) if, in the judgment of the Department of Romanic Languages, they have demonstrated exceptional linguistic competence and the ability to carry out a substantial project involving independent study.

Exceptional linguistic competence will be judged on the basis of the student’s use of the language, orally and in writing, in his regular course work. The ability to carry out a substantial project involving independent study will be determined on the basis of an original essay, written in French, dealing with some aspect of literary criticism, literary history, cultural history, or linguistics.

- 295 -
Romanic Languages, French

PLACEMENT

All incoming freshmen who register for any French course above the 102 level, regardless of their previous preparation, must take the CEEB French Achievement Test when it is administered at Williams at the opening of the fall semester. Freshmen with a score of less than 520 are placed in French 103-104. Freshmen with Advanced Placement in French may, with the permission of the department, register for French 201.

(Division I distribution credit is granted for all French courses above the elementary level.)

LANGUAGE AND CIVILIZATION COURSES

101-W-102 Elementary French

Grammar, elementary composition, oral practice and reading of easy modern prose. This course is conducted by the intensive oral method. The class meets five hours a week. In addition, a considerable part of the preparation is done in the Language Laboratory. Credit granted only if both semesters are taken. Students electing Elementary French are also required to register for a sustaining French course meeting five hours a week during the Winter Study period.

Freshman course. For students who have studied less than two years of French in secondary school.

Hour A and L

103-104 Intermediate French

Continuation of French 101-102. Stress on the spoken language and extensive reading of modern prose in the second semester.

The class meets four hours a week. In addition, students are required to spend two half-hour periods every week in the Language Practice Laboratory. The two courses in this sequence constitute a year's program. A student may elect 104, without 103, only by special permission of the Department.

Freshman course. Prerequisite, French 101-102 or two years of French in secondary school.

Hour B and X

105 Contemporary France

An introductory study of "la Civilisation Française" as contrasted to the "American Way of Life." French attitudes, politics and ideas are used as material for oral and written practice in the language. Readings and discussions deal in part with the American image of France and the French image of life in the United States. Readings will be primarily in French, supplemented by some material in English and selected films. Conducted in French.

Freshman course. Prerequisite, French 103-104 or equivalent.

Hours D, E
206 An Historical Perspective on French Society and Arts

The historical framework for a study of French society, religion and arts. This course provides a factual and doctrinal background for language students interested in further study of these fields. Conducted in French with emphasis on oral use of the language and development of vocabulary for various disciplines. Readings in both French and English. Films, slide projections, oral reports.

Sophomore course. Prerequisite, French 105 or a score of 650 or higher on the CEEB examination or permission of the department.

Hour C

LITERATURE COURSES

109 Introduction to French Literature, Part I: Classicism, Romanticism, Realism

An introduction to the methods used in the analysis of literature through a study of three literary styles. Conducted in French.

Freshman course. Prerequisite, an honors grade in French 103-104 or a score of 580 or higher on the CEEB examination.

Hours B, D, E

110 Introduction to French Literature, Part II: Le Récit, Study of Genre

An examination of changing styles, concerns, and techniques in the genre from La Princesse de Clèves to Camus. Authors represented include Mme de Lafayette, Voltaire, Constant, Maupassant, Gide, Bernanos and Camus. Conducted in French.

Freshman course. Prerequisite, French 109 or permission of the department.

Hours B, D, E

201 Romanticism, Study of a Literary Movement

A study of the romantic movement in nineteenth century France, with emphasis on the techniques of poetry and drama. Poetry, theatre and fiction by Lamartine, Hugo, Vigny, Musset, Nerval, Baudelaire. Conducted in French.

Sophomore course. Prerequisite, French 110 or permission of the department.

Hour C

202 The Nineteenth Century Novel

A detailed study of four novels by Stendhal, Balzac, Flaubert, and Zola. Lectures, readings, and written reports. Conducted in French.

Sophomore course. Prerequisite, French 201 or permission of the department.

Hour C
Romanic Languages, French

203  Eighteenth Century Fiction
The nature of the novel in the eighteenth century through a study of realistic, ideological, erotic and anti-novel examples of the genre; the relation between these novels and the ideas and myths of the French Enlightenment. Diderot, Voltaire, Marivaux, Prévost, Laclos, Rousseau. Conducted in French.
Sophomore course. Prerequisite, French 109, 110 or permission of the department.
Hour D

301  Classical Theatre
A detailed study of plays by Corneille, Racine, and Molière. Lectures, readings, and written reports. Conducted in French.
Junior course. Prerequisite, French 201 or permission of the department.
Hour B

Romance Languages 302  Introduction to Romance Linguistics

303  The Novel, from Gide to Camus
Junior course. Prerequisite, French 202 or 203.
Hour M

304  The Novel, from the Naturalists to Proust (Not offered 1975-76; to be offered 1976-77.)
Readings in Bourget, Huysmans, Bergson, Romains and Alain-Fournier leading to an introductory study of Proust. Conducted in French.
Junior course. Prerequisite, French 202 or 203.
Hour T

305  Symbolism (Offered 1975-76; not to be offered 1976-77.)
Theories and doctrines of the symbolist movement as found in the poetry and criticism of Baudelaire, Rimbaud, Mallarmé, and Valéry. Conducted in French.
Junior course. Prerequisite, French 202 or 203.
Hour T

306  Modern Theatre (Offered 1975-76; not to be offered 1976-77.)
Representative French drama from 1900 to the present. Includes the study of plays by Jarry, Cocteau, Claudel, Giraudoux, Sartre, Camus, Beckett, and Genet. Conducted in French.
Junior course. Prerequisite, French 305 or permission of the department.
Hour S
[309] Ideas and Doctrines, from Montaigne to Rousseau (Not offered 1975-76; to be offered 1976-77.)

Theories, doctrines and speculations on the nature of man, society, and the arts as they are reflected in French writing from the time of Montaigne to Rousseau. Lectures, readings, written reports. Conducted in French.

Junior course. Prerequisite, French 202, 203, 301 or permission of the department. Hour Savacool

[330] From Laclos to Sartre: The Modern French Novel in Translation (Not offered 1975-76; to be offered 1976-77.)

A study of six novels representing two centuries of French thought and art. They will be discussed both as works of art and as the expressions of the ideas and political and cultural values of their particular historic moments and societies.


Lectures, class discussions, films. Conducted in English.

No prerequisite. Does not carry credit for French major. Hour Parsons

402 A Study of a Single Author (André Malraux)

A detailed study of a single major literary figure: his works, his milieu and his era, and how he has been evaluated by literary critics. Conducted in French.

Senior course. Open to non-majors who have taken any two 300-level courses. Hour U Savacool

352 Junior Thesis Course

451-452 Senior Thesis Course

European Literature in English 220 Seven Major Novels in Translation

For description see page 233. Hour R Piper, Fersen, Blumberg, Pistorius, Savacool, Watt, Chick

501-502 (101-102) Elementary French

This course consists of the regular undergraduate introductory course with the addition of specially selected readings for the graduate students of art history in the
Romanic Languages, French, Italian

second semester. Graduate students are not required to take the Sustaining course during the Winter Study Period. The class will meet five hours a week.

Hour A and L

509 *Readings in French Art History and Criticism*

Texts will be selected from fundamental works of art history and criticism and from the specialized literature required in concurrent art seminars of the Graduate Program in Art History.

Prerequisite, French 501-502 or the equivalent.

Hour B

(ITALIAN Div. I)

101-102 *Elementary Italian*

An introduction to the fundamentals of Italian. Grammar, elementary composition, oral practice and reading of easy modern prose.

Credit granted only if both semesters are taken.

*Freshman course.* For students with no previous preparation, or for those who have studied less than two years of Italian in secondary school.

Hour A and L

501-502 (101-102) *Elementary Italian*

For students enrolled in the Graduate Program in Art History who have had no previous study of Italian. This course consists of the regular introductory undergraduate course with the addition in the second semester of specially selected readings for the students of art history. The class meets five hours a week.

Hour A and L

ROMANCE LANGUAGES (Div. I)

302 *Introduction to Romance Linguistics*

A consideration of the various political, social, and intellectual forces which brought about the regionalization of Vulgar Latin and its eventual transformation into the modern vernaculars of Italy, France, Spain, and Portugal. Emphasis will be given to such linguistic problems as phonetic change, loan-words, semantics, and the dominance of speech over the written word.

*Junior course.* Prerequisite, reading knowledge of Latin and/or a Romance language and permission of the instructor.

Hour M
SPANISH (Div. I)

Sequence courses:
- Spanish 107 Introduction to Spanish Literature
- Spanish 108 Twentieth Century Spanish Literature
- Spanish 201 Nineteenth Century Spanish Literature
- Spanish 204 Modern Spanish American Literature
- Spanish 301 Cervantes: Don Quijote
- Romance Languages 302 Introduction to Romance Linguistics
- Spanish 401 Spanish Literature from the High Middle Ages to Imperial Decline
- Spanish 402 Spanish Theater of the Golden Age

Electives
(Students entering the major at the "100" level must take one of the following. Students entering the major at the "200" level must take three of the following):
- Spanish 105 Advanced Spanish
- Spanish 110 Hispanic Civilization: The Iberian Peninsula
- Spanish 112 Hispanic Civilization: Latin America
- Spanish 202 Spanish Thought from the Colonial Defeat of 1898 to the Civil War
- Spanish 203 Introduction to Spanish American Literature
- Spanish 208 The Novels of Pérez Galdós

The Spanish major, consisting of nine semester courses and one Winter Study Project, seeks to provide training in literary analysis and linguistic expression, as well as an appreciation of Hispanic civilization, through the study of the major writers of the Spanish-speaking world.

Students intending to major in Spanish, and who are considering the possibility of taking their junior year in Spain or Latin America, should discuss their program with a member of the department early in the sophomore year.

Students majoring in Spanish and who are also registered in Latin American Area Studies may replace one of their Spanish electives with an Area Studies course offered in another department.

Inasmuch as all courses in Spanish assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

THE DEGREE WITH HONORS IN SPANISH

Students who are registered as majors in Spanish may, in their senior year, qualify as candidates for the Degree with Honors (a) by submitting a Senior Thesis (Spanish

*Spanish 201, if not offered in any given year, may be replaced by 203 as a sequence course.
Romanic Languages, Spanish

451-452) of honors quality, or (b) if, in the judgment of the Department of Romanic Languages, they have demonstrated exceptional linguistic competence and the ability to carry out a substantial project involving independent study.

Exceptional linguistic competence will be judged on the basis of the student’s use of the language, orally and in writing, in his regular course work. The ability to carry out a substantial project involving independent study will be determined on the basis of an original essay, written in Spanish, dealing with some aspect of literary criticism, literary history, cultural history, or linguistics.

Placement

All incoming Freshmen who register for any Spanish course above the 102 level, regardless of their previous preparation, must take the CEEB Spanish Achievement Test when it is administered at Williams at the opening of the fall semester.

(Division I distribution credit is granted for all Spanish courses above the elementary level.)

101-W-102 Elementary Spanish

Grammar, elementary composition, practice in conversation and reading of easy modern prose.

This course is conducted by the intensive oral method. The class meets five hours a week. In addition, as part of their preparation, students are required to spend two half-hour periods every week in the Language Practice Laboratory. Credit granted only if both semesters are taken. Students electing Elementary Spanish are also required to register for a sustaining Spanish course, meeting three hours a week, during the Winter Study period.

Freshman course. For students who have studied less than two years of Spanish in secondary school.

Hour A and L

Giménez

103-104 Intermediate Spanish

Continuation of Spanish 101-102. Review of grammar. Stress on the spoken as well as the written tongue. Reading of literary selections of the modern period.

The class meets four hours a week. In addition, students are required to spend two half-hour periods every week in the Language Practice Laboratory. The two courses in this sequence normally constitute a year’s program. A student may elect 104, only by special permission of the department.

Freshman course. Prerequisite, Spanish 101-102 or two years of Spanish in secondary school.

Hour D Conferences: X, Z

Aquila

105 Advanced Spanish

The purpose of this course is to give intensive training in the spoken and written language. Material dealing with Spanish and Spanish American life and customs
will form the basis for composition and conversation.

As part of their preparation, students are required to spend two half-hour periods every week in the Language Practice Laboratory.

_**Freshman course.**_ Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

_Hour B_  
Piper

**107 Introduction to Spanish Literature**

An introduction to the main current of Spanish literature through the analysis of representative authors from the Middle Ages through the nineteenth century. Lectures, class discussions, and written exercises. _Conducted in Spanish._

_**Freshman course.**_ Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

_Hour D_  
Giménez

**108 Twentieth Century Spanish Literature**

The study and analysis of representative writers and movements from the Generation of 1898 to the present. Lectures, class discussions, and written exercises. _Conducted in Spanish._

_**Freshman course.**_ Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

_Hour B_  
Aquilla
Romanic Languages, Spanish

110 Hispanic Civilization: The Iberian Peninsula (Offered 1975-76; not to be offered 1976-77.)
A study of the culture of Spain through selected readings from modern Spanish writers. An attempt will be made to define the Spaniard's view of himself, his family, his work, his art, and his religion. Conducted in Spanish.
Prerequisite, Spanish 103-104 or equivalent.
Hour C

112 Hispanic Civilization: Latin America (Not offered 1975-76; to be offered 1976-77.)
An introduction to the culture of Spanish America and Brazil through readings of selected essays by contemporary writers. Emphasis will be placed in those characteristics which reflect the unique aspects of the "Latin American Way of Life." Conducted in Spanish.
Prerequisite, Spanish 103-104 or equivalent.

201 Nineteenth Century Spanish Literature (Not offered 1975-76; to be offered 1976-77.)
The interpretation of romanticism and realism through a close study of the major representatives of these two movements. Lectures, class discussions, and written exercises. Conducted in Spanish.
Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.
Hour

202 Spanish Thought from the Colonial Defeat of 1898 to the Civil War (Not offered 1975-76; to be offered 1976-77.)
An assessment of the moral problem of the Spanish nation as viewed by her leading twentieth century intellectuals. The two conflicting approaches to Spanish existentialism: the tragic and the sportive sense of life. Pertinent movements in the novel and lyric poetry will be discussed in relation to Spanish painting and music. Surrealism in letters will be viewed in the context of the visual arts.
Among figures to be studied: Unamuno, Machado, Baroja, Azorín, Ortega y Gasset, Picasso, Pérez de Ayala, Manuel de Falla, Lorca, Joan Miró, Alberti. Conducted in Spanish.
Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.
Hour

203 Introduction to Spanish American Literature (Offered 1975-76; not to be offered 1976-77.)
The study of representative authors from the colonial period to the end of the nineteenth century, with special emphasis on those writers who most clearly reflect the unique aspects of Spanish American civilization. Conducted in Spanish.
Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.
Hour E
204 Modern Spanish American Literature (Offered 1975-76; not to be offered 1976-77.)

The study of representative authors from the modernista movement to the present. Conducted in Spanish.

Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.

Hour N

[206 Latin American Literature in Translation (Not offered 1975-76; to be offered 1976-77.)

An introduction to the major cultural currents of Spanish and Portuguese America through the study in English translation of selected literary works of the nineteenth and twentieth centuries.

Sophomore course. Does not carry credit for the Spanish major.

Hour

[208 The Novels of Pérez Galdós (Offered 1975-76; not to be offered 1976-77.)

An analytical survey of representative works of Galdós, with special emphasis on his unique role in the development of the modern Spanish novel. Conducted in Spanish.

Sophomore course. Prerequisite, Spanish 107 or 108 or permission of the department.

Hour D

[209 Empire, Utopia, and Mysticism in Hispanic Literature in Translation (Not offered 1975-76; to be offered 1976-77.)

The ideals and failures of Counter-Reformation Spain and Portugal as reflected in Camoes, Cervantes, and the mystic poets. After an initial study of the anonymous Lazarillo de Tormes, as the last major manifestation of the pre-Tridentine prose narrative, the course will concentrate on The Lusiads and the theme of Christian empire, Don Quijote and the theme of prudence versus folly, and the poetry of St. John of the Cross as an ascetic liberation from the imperfections of this world. Conducted in English.

Sophomore course. Prerequisite, History of Ideas 101, 102 or permission of the instructor.

Hour

210 Post-Civil War Spain Through Its Novels

A study of the cultural, social, historical and political conditions of Spain from 1939 to the present, as reflected in some significant novels of this period. Emphasis will be given to the shift in values from the traditional cloistered Spanish society of the mid-forties and fifties to those of the more complex, modern society of the late sixties and seventies.

Among the authors to be studied: A. Barea, C. J. Cela, J. M. Gironella, C. Laforet, L. Martín Santos, J. Goytisolo.

There will be three short papers and final examination. Conducted in English.

Sophomore course. Does not carry credit for Spanish major.

Hour N
Romanic Languages, Spanish

301 Cervantes: Don Quijote
A critical study of Cervantes' immortal novel, with special reference to some of its traditional interpretations. Conducted in Spanish.
Junior course. Prerequisite, any "200" course.
Hour M

Piper

Romance Languages 302 Introduction to Romance Linguistics

401 Spanish Literature from the High Middle Ages to Imperial Decline
An analysis of chivalry and the spirit of the Reconquest in the Poema del mio Cid; the conflict of worldly and otherworldly values in the Lower Middle Ages, as seen in the priesthood (Juan Ruiz), the middle class (Sem Tob), and the nobility (Jorge Manrique).

Humanism in Spanish letters both before and during the Counter-Reformation: Garcilaso de la Vega, mystic poetry and prose, Cervantes' exemplary novels, Gongora's lyric, Quevedo's satire. Conducted in Spanish.
Senior course. Prerequisite, Spanish 302.
Hour T

Giménez

402 Spanish Theater of the Golden Age
Junior course. Prerequisite, any "200" course.
Hour U

Piper

352 Junior Thesis Course

451-452 Senior Thesis Course

European Literature in English 220 Seven Major Novels in Translation
For description see page 233.
Hour R

Piper, Fersen, Blumberg, Pistorius, Savacool, Watt, Chick
RUSSIAN (Div. I)

DEPARTMENTAL STAFF FOR 1975-76

Chairman, Professor E. M. Chick

Professor Fersen, Assistant Professor Blumberg, Assistant Professor Katz*, Mr. Dragt.

MAJOR PROGRAM in Russian (with Russian Area Studies)

Sequence courses
- Russian 105 Advanced Russian
- Russian 106 Advanced Russian
- Russian 201 Prose Forms in the Nineteenth Century
- Russian 202 Prose Forms in the Twentieth Century
- Russian 401 Seminar in Russian Literature
- Russian 402 Seminar in Russian Literature

Parallel courses
- Any four semester courses from the following:
  - Russian 204 The Soul of Russia
  - Russian 206 Dissident Voices in Soviet Literature
  - Russian 303 Tolstoy in Translation
  - Russian 304 Russian Poetry
  - Russian 305S Russian Drama
  - Russian 307 Dostoevsky in Translation
  - Economics 338F The Soviet Economy
  - History 337S Modern Russia
  - History 338 Russian History, 1801 to Present
  - History 363 Stalin and Stalinism
  - Political Science 223S Soviet Government and Problems of Political Change in Communist Systems

The courses required in the departmental sequence are designed to acquaint the student with Russian language, literature and culture. The parallel courses deepen his knowledge of Russia through further study of the historical, economic, and political background.

The student who enters Williams as a freshman with no preparation in Russian, but still desires to major in Russian may in his sophomore year elect Russian 123 (Intensive Intermediate Russian) and Russian 106 (Advanced Russian). This would enable him to cover formal language instruction in three semesters and leave enough time in junior and senior years to complete the other courses required for the major.

*On leave 1975-76
THE DEGREE WITH HONORS IN RUSSIAN (with Area Studies)

At the time a student decides to major in Russian (with Area Studies), members of the Department will discuss with him the criteria which would establish his eligibility for a degree with honors. At the end of the student's junior year, the Department will review his status of eligibility. Formal application for honors candidacy is made in February of the senior year.

The criteria for eligibility of candidacy include the following:

Students may earn a degree with honors (1) by submitting a senior thesis (Russian 451-452) of honors quality; or (2) by demonstrating originality and excellence in regular course work and independent study; or (3) by completing a special project approved by the department (e.g., the successful completion of a program of study at a Soviet University, followed by an oral presentation before the Department).

Division I distribution credit is granted for all Russian courses above the elementary level.

101-102 Elementary Russian

An introduction to the fundamentals of Russian. Grammar, composition, oral practice and reading of graded prose.

The class meets five hours a week; in addition, as part of their preparation, students are required to spend two half-hour periods each week in the Language Laboratory. Credit granted only if both semesters are taken.

Students electing this course must take the sustaining introductory program in the Winter Study period.

*Freshman course.* For students who have studied less than two years of Russian in secondary school.

*Hour A and L*

103, 104 Intermediate Russian

Continuation of Russian 101-102; grammar, conversation and composition. Extensive reading of prose and poetry.

The class meets three hours a week; in addition, as part of their preparation, students are required to spend two half-hour periods each week in the Language Laboratory.

See also Russian 123.

*Freshman course.* Prerequisite, Russian 101-102 or two years of Russian in secondary school.

*Hour B*
105 Advanced Russian
This is the first of two courses designed to help the student make the transition from pure language study to free active and passive use of the language. Instruction will be primarily in Russian. Readings will be selected from short stories, lyrics and one-act plays. Emphasis will be placed on composition and conversation.

The class meets three hours a week; in addition, as part of their preparation, students are required to spend two half-hour periods each week in the Language Laboratory.

*Freshman course.* Prerequisite, Russian 103, 104 or three or more years of Russian in secondary school.

*Hour C*

Fersen

106 Advanced Russian
Continuation of Russian 105. Readings will be selected from novellas, narrative poems, full-length plays, and film scenarios.

The class meets three hours a week; in addition, as part of their preparation, students are required to spend two half-hour periods each week in the Language Laboratory.

*Freshman course.* Prerequisite, Russian 105 or, with instructor’s permission, Russian 123.

*Hour C*

Fersen

123 Intensive Intermediate Russian
Continuation of Russian 101-102. An intensive one-semester course covering the material of Russian 103, 104. Russian 123 enables the student to complete formal language instruction in three semesters; he may then elect Russian 106.

The class meets five hours a week; in addition as part of their preparation students are required to spend two half-hour periods each week in the Language Laboratory.

*Freshman course.* Prerequisite, Russian 101-102 or the equivalent and the permission of the instructor.

*Hour A and L*

Blumberg

201 Prose Forms in the Nineteenth Century

*Sophomore course.* Prerequisite, Russian 106.

*Hour M*

Fersen
**Russian**

202  *Prose Forms in the Twentieth Century*


Sophomore course. Prerequisite, Russian 201 or permission of the instructor.

Hour  N

[204  *The Soul of Russia (Not offered 1975-76; to be offered 1976-77.)*

A study of dominant themes of nineteenth century Russian literature and thought: Slavophiles vs. Westernizers, Nihilism, Messianism, and Utilitarianism. Readings from fiction (including Pushkin, Turgenev and Dostoevsky) and from non-fiction (including Chaadaev, Belinsky, and Herzen). Conducted in English.

Hour  K

206  *Dissident Voices in Soviet Literature*

Dissent in contemporary Soviet literature with special emphasis on the conflict between the theory and practice of Socialist Realism, and the relationship between literature and politics. Readings in the works of Solzhenitsyn, and selections from Daniel, Sinyavsky, Tarsis and others. Conducted in English.

Hour  S

301  *Introduction to the Russian Classics in Translation*

A study and interpretation of representative works from the great classic tradition in the nineteenth century. Reading and written exercises. Conducted in English.

Junior course. Prerequisite, two semesters' work in literature or permission of the instructor.

Hour  N

[302  *Introduction to Soviet Literature in Translation (Not offered 1975-76.)*

A study and interpretation of representative works from 1917 to the present. Reading and written exercises. Conducted in English.

Junior course. Prerequisite, two semesters' work in literature or permission of the instructor. Russian 301 is not a prerequisite for 302.

Hour  F

303  *Tolstoy in Translation*

A study in depth of the life and works of L. N. Tolstoy in the context of Russian and Western intellectual thought. Conducted in English.

Junior course. Prerequisite, two semesters' work in literature or permission of the instructor.

Hour  R
[304 Russian Poetry (Not offered 1975-76; to be offered 1976-77.)
A study of representative works by Pushkin, Lermontov, Tyutchev, Symbolists, Asemists, and contemporary Soviet poets. Conducted in Russian.
Junior course. Prerequisite, Russian 201 or 202.
Hour Fersen]

[305S Russian Drama
A study of representative works by Griboedov, Gogol, Turgenev, Ostrovsky, Chekhov and others in their relations to the historical and cultural background. Conducted in Russian.
Junior course. Prerequisite, Russian 201 or 202.
Hour Arr. Fersen]

[307 Dostoevsky in Translation (Not offered 1975-76; to be offered 1976-77.)
A study in depth of the life and works of F. M. Dostoevsky in the context of Russian and Western intellectual thought. Conducted in English.
Junior course. Prerequisite, two semesters' work in literature or permission of the instructor.
Hour Katz]

401 Seminar in Russian Literature
An intensive study of the principal works of Pushkin, Gogol and Turgenev. Critical analysis and integration of the reading with previous work in other departmental courses. Conducted in Russian.
Senior course. Required course in the major. Prerequisite, prior or (with departmental permission) concurrent study of Russian 304 or 305.
Hour Arr. Blumberg]

402 Seminar in Russian Literature
Continuation of 401. An intensive study of the principal works of Dostoevsky, Tolstoy and Chekhov. This course (together with 401) should bring the entire cycle of Russian literary study into focus. Conducted in Russian.
Senior course. Required course in the major. Prerequisite, Russian 401.
Hour Arr. Blumberg]

451-452 Senior Thesis
European Literature in English 220 Seven Major Novels in Translation
For description see page 233. Hour R Pipper, Fersen, Blumberg, Pistorius, Savacool, Watt, Chick
SOCIOMETRY (Div. II)

Departmental Staff for 1975-76

Chairman, Professor R. W. Friedrichs

Professor Friedrichs, Assistant Professor Exum, Mr. Voss.

Major Program (Courses listed in terms of recommended sequence):

Freshman Year:
Grounding assumptions (one of the following three courses):
Philosophy 101 or 101S Man and Society
History of Ideas 101 The Greek Idea of Human Excellence
History of Ideas 102 (same as Religion 202) The Development of Christian Thought
(Philosophy 101 is recommended for those opting for the "Contemporary Social Thought" track since it is a prerequisite for Philosophy 340; Philosophy 102 (Nature and History) is recommended for either track, but note that Philosophy 101 or History of Ideas 101 is a prerequisite)
Substantive introduction: Sociology 102 Introduction to Sociology

Sophomore Year:
Social Thought base: Sociology 201 Conflict, Crisis, and Change in Western Thought
Institutional Analysis base: Sociology 202 Social Change and Control

Junior (and Senior) Years: Choice between two major tracks, either
"Contemporary Social Thought" track:
Sociology 301 The Sociological Imagination
Philosophy 340 Philosophy and the Human Sciences
A minimum of two courses selected with the consent of a departmental adviser, the latter in consultation with faculty in other disciplines offering courses in recent or contemporary social thought;

or

"Contemporary Institutional Analysis" track:
Sociology 212 Empirical Social Science, with provision for substitution of an empirical methods course in another social or behavioral science upon recommendation of the student's adviser and either a) three additional electives from the sociology curriculum or b) a minimum of three courses relevant to but one of the following areas, at least one of which is to be drawn from the sociology listings (or through Independent Study with a sociology staff member prepared in the sub-specialty), with others selected with the consent of a departmental adviser in consultation with the instructor(s) in the related discipline(s) involved;

- 312 -
Community organization
Comparative social policy
Education and society
Minority-majority relations
Population policy
Sex roles
Social deviation
Sociology of religion
Sociology of science
Urbanization
Work and occupations

Senior year
Sociology 401 Independent Project
Sociology 402 Seminar in Contemporary Social Thought and Institutional Analysis

The major will be available to students beginning with the class of 1978; an honors program and policy regarding a “major examination” are in process of development.

102 Introduction to Sociology
An introduction to contemporary social thought, institutional norms, and social behavior. Examples are to be drawn from education, elite structures and social class, deviance and social control, human ecology, face-to-face and mass communications, minority-majority relations, population, relationships between the sexes, institutional religion, the community of science, and social change and urbanization. Lecturers will be drawn from related disciplines as well as include the entire sociology staff.

No prerequisite.

Hour T FRIEDRICH AND STAFF

201 Conflict, Crisis, and Change in Western Social Thought
An evaluation of social theories, central to the history of Western social thought and sociology, which seek to explain the persistence of social cohesion in the face of periodic conflict, crisis, and change. Such theories will be presented in their historical context and then “tested” against evidence of cohesion in the face of such stress in revolutionary, political, utopian, religious, military, and pluralistic “communities.” Collectivities to be examined in the Fall of 1975 will include a Chinese school during the cultural revolution, the church-state that is Israel, a “Walden Two” experiment, a Hare Krishna as a religious counterculture, West Point and its graduates, and a war-time civilian detention camp. The course will follow a dialogue, discussion, and argumentation – rather than lecture – format.

No prerequisite.

Hour W FRIEDRICH
202 (formerly 222) Social Change and Social Control

An examination of theoretical perspectives and empirical issues in the study of change in societies. Particular emphasis will be given to patterns of social change, the measurement and interpretation of social trends, and efforts in societies to control or direct change. Special reference will be made to policy formation in such areas as discrimination and equality, the physical environment, population, and education.

No prerequisite.

Hour O

204 American Society in Comparative Perspective

The distinctiveness of American society when contrasted with the alternative structures undergirding such contemporary societies as Japan, China, Israel, and the USSR. Attention will be given to social stratification and mobility, socialization practices and education, relationships between the sexes and generations, ecological and demographic profiles, range and rates of deviation and informal social controls, community organization and the integration of ethnic minorities, and the utilization and control of mass media.

No prerequisite.

Hour W

206 Comparative Race and Ethnic Relations (Not offered 1975-76; to be offered 1976-77.)

The nature, variety and experiences of America's numerous racial and ethnic minorities examined in terms of a sociological perspective, including acculturation, assimilation, dominance and subordination, prejudice and discrimination, social mobility, the "melting pot" thesis, and differential "success" of varying groups. Cross-cultural (especially Caribbean and Latin American), historical, and theoretic perspectives will be introduced where relevant.

No prerequisite.

Hour E

207 Sociology of Education

The application of sociological findings and principles to educational practice. Seminar discussions of the most relevant contemporary sociological research, together with investigation of topics of particular individual interest. The course is designed primarily for upper level students contemplating careers in elementary, secondary (public and independent), or higher education. Descriptive grading.

No prerequisite.

Hour F

209 Sociology of Deviance

Deviant behavior examined as a constant feature of societal interaction, with special reference to the American scene. Delinquency, drug addiction, socially-derived forms of mental illness, and deviant sexual norms will be among the examples studied. Focus will not only be upon the nature and etiology of deviance but also upon re-
response of deviants to stigmatization and issues of social control.
No prerequisite.

Hour U

210 Sociology of Work and Occupations
A sociological examination of occupational (as well as professional) choices and roles, including the social structure of industrial plants and bureaucracies (both public and private). Attention directed to the social correlates of work: social status and occupational prestige, individual and collective life-styles, participation in voluntary associations, the phenomenon of "alienation," and correlated political beliefs.
No prerequisite.

Hour M

212F, 212 Empirical Social Science (same as Political Science 202F, 202 Empirical Political Science)
See under Political Science for full description.

214 Population Problems and Policies
An examination of the social causes and consequences of population structure and change. How variations in fertility, mortality and migration arise and how they affect the size, distribution and composition of a population. Illustrations of the variety and complexity of population trends, problems and policy responses are given for the United States and a variety of developed and underdeveloped countries.
No prerequisite.

Hour B

216 (formerly 202) Sociology of the Community
An examination and analysis of the breadth and variety of American efforts to maintain and to re-establish "community" within an increasingly technological and impersonal societal context, though exclusive of isolated "utopian" collectivities. An assessment, drawing upon contemporary empirical and theoretic studies, of factors which facilitate and those which impede such community bonds from the level of rural village through the central city, yet not excluding such collectivities as colleges.
No prerequisite.

Hour U

218 Sociology of Sex Roles
An examination of the sociological bases for the development and stereotyping of sex-typed behavior. Early childhood; peer relationships; informal and formal education; the normative context for pre-, post-, and non-marital sexual behavior; mate selection; marital role behavior; marital role interaction; parenthood; work inside and outside the home; divorce and remarriage; emerging lifestyles: each will be assessed in sociological terms.
No prerequisite.

Hour U

- 315 -
Sociology

[301 (formerly 302)  The Sociological Imagination (Not offered 1975-76; to be offered 1976-77.)

Alternative approaches to the study of social man in contemporary sociology, including functionalism, conflict theory, social behaviorism, ethnomethodology, phenomenology, social evolutionism, and humanistic, dialectical, and dialogical sociology. The critique will include illustrative material drawn from Goffman, Gouldner, Homans, Garfinkel, Parsons, Nisbet, Peter Berger, Marcuse, and the instructor's own work, among others.

Prerequisite, Sociology 102 or permission of the instructor.

Hour

Friedrichs

305  The Black American: A Sociological Perspective

Black social life in the United States, with emphasis upon variations in social class, communal organization, and such social co-institutions as the family, church, school, and voluntary associations. Attention will also focus upon the nature, principal components and role of black culture together with issues of identity, life-styles, and adaptations – both individual and collective – of the black in white America.

Junior or senior course or permission of instructor.

Hour

Exum

308  Religion and Society (same as Religion 302)

See under Religion for full description.

[401  Independent Project (To be offered initially in 1977-78.)

The Senior Major, having discussed with relevant faculty a variety of study or research projects during the second semester of the junior year, devotes a semester to an inquiry for which the student's prior course work in the discipline has prepared him or her.

Prerequisite, major in Sociology and senior standing.

Hour

Members of the Department

[402  Seminar in Contemporary Social Thought and Institutional Analysis (To be offered initially in 1977-78.)

A seminar which seeks to integrate and place in perspective the student's work in sociology and its related disciplines. Each student will write a major paper which is intended to a) demonstrate the implications his or her fall term Independent Project has upon relevant material within the other "track" to the major as well as to the "track" chosen, b) reveal and defend the Project's philosophic and valuational assumptions, and c) note the particular sociological assumptions reflected by it. Students will be encouraged to assist, and be assisted by, peers who have chosen the other "track."

Prerequisite, major in Sociology and senior standing.

Hour

Members of the Department

- 316 -
PRESIDENTS OF WILLIAMS

Ebenezer Fitch, D.D., 1793-1815
Zephaniah Swift Moore, D.D., 1815-1821
Edward Dorr Griffin, D.D., 1821-1836
Mark Hopkins, M.D., D.D., LL.D., 1836-1872
Paul Ansel Chadbourne, D.D., LL.D., 1872-1881
Franklin Carter, Ph.D., LL.D., 1881-1901
  John Haskell Hewitt, LL.D., Acting President, 1901-1902
Henry Hopkins, D.D., LL.D., 1902-1908
Harry Augustus Garfield, L.H.D., LL.D., 1908-1934
Tyler Dennett, Ph.D., Litt.D., L.H.D., LL.D., 1934-1937
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Francis H. Dewey, 3rd, B.A., Secretary

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Clarke Williams, Ph.D., D.Sc., Bellport, New York (1967-1972)

*Deceased March 9, 1975
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*The President is an ex-officio member of all Trustee Committees.

**Deceased March 9, 1975.
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President, 1961-1973

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**On sabbatical leave second semester 1975-76

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Professor of Economics and Provost of the College

Lucy R. Lippard  
Robert Sterling Clark Lecturer in Art, WSP  
43 Marlboro Street  
Pittsfield, Mass. 01201

H. Ganse Little, Jr., Ph.D.  
Chuett Professor of Religion  
133 Candlewood Drive

Ursula K. Lopenzina, B.A.  
Part-Time Instructor in German first semester  
Forest Road

John A. MacFadyen, Jr., Ph.D.  
Edward Brust Professor of Geology and Mineralogy  
28 Bingham Street

George E. Marcus, Ph.D.  
Associate Professor of Political Science  
104 Forest Road

J. Hodge Markgraf, Ph.D.  
Professor of Chemistry  
Jerome Drive

Marcella Mazzarelli, M.A.  
Assistant Professor of Anthropology  
Cluett Drive

William E. McCormick, M.A.  
Assistant Professor of Physical Education and Coordinator of Intramural Programs  
Syndicate Road

Earl L. McFarland, Jr., Ph.D.  
Associate Professor of Economics  
Green River Road

*Thomas E. McGill, Ph.D.  
Hales Professor of Psychology  
Green River Road

***Daniel B. McGillis, Ph.D.  
Assistant Professor of Psychology  
Prospect House

Michael S. McPherson, Ph.D.  
Associate Professor of Economics  
46 Southworth Street

***Romuald J. Misiunas, Ph.D.  
Assistant Professor of History  
349 Syndicate Road

*William R. Moomaw, Ph.D.  
Associate Professor of Chemistry

*On sabbatical leave 1975-76  
**On sabbatical leave second semester, 1975-76  
***On leave 1975-76  

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Faculty

*Douglas B. Moore, M.Mus.
Assistant Professor of Music
P.O. Box 536
(301 Luce Road)

Paul B. Moyer, Jr., M.A.
Technical Director of the Adams Memorial Theatre and
Part-time Instructor in Drama
Stetson Road, Apt. G

Edgar Munhall, Ph.D.
Robert Sterling Clark Visiting Professor of Art, first semester

Barbara S. Nadel, M.A.
Assistant Professor of Religion
7 Southworth Street

Larry Neal, B.A.
Lecturer in English
13 Thomas Street

Anthony Nicastro, Ph.D.
Part-time Visiting Lecturer in Romanic Languages
12 Woodlawn Drive

John F. Nims, Ph.D.
Visiting Margaret Bundy Scott Professor of English, first semester

Edith Notman, M.A.
Assistant Professor of English
Petersburg Road

**Francis C. Oakley, Ph.D.
Professor of History
Scott Hill Road

Daniel D. O'Connor, Ph.D.
Professor of Philosophy
260 Main Street

Robert H. Odell, B.A.
Assistant Professor of Physical Education
Forest Road

Jay Ogilvy, Ph.D.
Visiting Associate Professor of Philosophy, second semester

H. William Oliver, Ph.D.
Thomas T. Read Professor of Mathematics
245 Main Street

A. Mead Over, Jr., M.A., M.S.
Assistant Professor of Economics
75 Meacham Street

Eileen J. Over, M.A.
Part-time Instructor in English, WSP and second semester
75 Meacham Street

David A. Park, Ph.D.
Barclay Jermain Professor of Natural Philosophy
20 Hoxsey Street

**Susan D. Parsons, Ph.D.
Assistant Professor of French
Lee Terrace

*Jay M. Pasachoff, Ph.D.
Assistant Professor of Astronomy and
Director of the Hopkins Observatory

Carol Ann Paul, B.A.
Part-time Instructor in Biology
68 South Street

*On leave second semester 1975-76
**On sabbatical leave second semester 1975-76
***On leave 1975-76
Faculty

Robert R. Peck, Ed.D.  Grace Court
Chairman, Department of Physical Education,
Athletics and Recreation and Lecturer in Physical Education

*Norman R. Petersen, Jr., Ph.D.  17 Bulkley Street
Associate Professor of Religion

C. Ballard Pierce, Ph.D.  Woodcock Road
Associate Professor of Physics and
Coordinator of the Bronfman Science Center

Anson C. Piper, Ph.D.  Baxter Road
William Dwight Whitney Professor of Romani¢ Languages

George Pistorius, Ph.D.  Cluett Drive
Professor of Romani¢ Languages

David M. Quadagno, Ph.D.  349 Syndicate Road
Visiting Associate Professor of Psychology

James A. Quitzlund, D.Phil. (Oxon)  28 North Street
Assistant Professor of German

John F. Reichert, Ph.D.  Bulkley Street
Professor of English

John G. Rhodes, M.A.  184 Main Street
Lecturer in Art

David G. Rice, Ph.D.  30 North Street
Assistant Professor of Classics

Michael Rinehart, B.A.  130 Monument Avenue
Part-time Lecturer in Art

**Sheila S. Rinehart, B.A.  Old Bennington, Vermont 05201
Lecturer in Art

Kenneth C. Roberts, Jr., Ph.D.  13 Hawthorne Court
Professor of Music

Franklin W. Robinson, Ph.D.  27 Southworth Street
Associate Professor of Art and
Director of the Graduate Program in the History of Art

James C. Rodgers, B.A.  Grace Court
Instructor in Physical Education

Cris T. Roosenraad, Ph.D.  73 North Street
Associate Dean and Lecturer in Mathematics

Samuel Rosenberg, B.A.  Green River Road
Assistant Professor of Economics

Joanne Rosinski, Ph.D.  42 Southworth Street
Assistant Professor of Biology

Richard O. Rouse, Jr., Ph.D.  Harmon Pond Road
Mary A. and William Wirt Warren Professor of Psychology

*On sabbatical leave 1975-76
**On leave 1975-76

- 330 -
*Frederick Rudolph, Ph.D.
Mark Hopkins Professor of History
Ide Road

Carl R. Samuelson, M.S.
Assistant Professor of Physical Education and Coordinator of Aquatics
Green River Road

Theodore A. Sande, Ph.D.
Lecturer in Art
Stetson Court

Sheafe Satterthwaite, B.A.
Lecturer in Art and Planning Associate in Environmental Studies
P.O. Box 596
(Sweet Brook Road)

John K. Savacool, B.A.
Professor of Romanic Languages
12 Forest Road

Robert C. L. Scott, Ph.D.
*J. Leland Miller Professor of American History, Literature, and Eloquence
Professor of Music and Coordinator of Performing Arts
P.O. Box 641
(Cluett Drive)

Irwin Shainman, M.A., Premier Prix Conservatoire de Paris
Baxter Road

John B. Sheahan, Ph.D.
William Brough Professor of Economics
Syndicate Road

**John W. Shelton, Ph.D.
Assistant Professor of Physics
41 Porter Street

Sharon T. Shepela, Ph.D.
Assistant Professor of Psychology
Hancock Road

Scott J. Simenas, B.S.
Laboratory Instructor in Physics
157 Main Street

James F. Skinner, Ph.D.
Associate Professor of Chemistry
8 Woodlawn Drive

***Charles O. Sloane, III, M.A.T.
Assistant Professor of Physical Education
Jerome Drive

Eunice C. Smith, Ph.D.
Directrice des Cours du Premier Cycle
Harmon Pond Road

Regina M. Solzbacher-Rouse, M.A.
Assistant Professor of Anthropology
Berkshire Drive

Guilford L. Spencer, II, Ph.D.
Frederick Latimer Wells Professor of Mathematics
50 Grace Court

Nooren F. Stack, M.A.
Assistant Professor of History
Grace Court

Sarah J. Stage, M.A., M.Phil.
Assistant Professor of History
Stetson Court

****John E. Stambaugh, Ph.D.
Associate Professor of Classics

*On leave first semester 1975-76
**On leave second semester 1975-76
***On leave 1975-76
****On sabbatical leave 1975-76
Faculty

Lauren R. Stevens, M.A. 280 West Main Street
Dean of Freshmen and Lecturer in English
*Fred H. Stocking, Ph.D. 14 Fairview Street
Old Bennington, Vermont 05201
Morris Professor of Rhetoric

**Whitney S. Stoddard, Ph.D. Gale Road
Massachusetts Professor of Art

**Joanne Stubbe, Ph.D. 21 South Street
Assistant Professor of Chemistry

Kurt P. Tauber, Ph.D. 26 Southworth Street
Professor of Political Science

Mark C. Taylor, Ph.D. 4 Chapin Court
Assistant Professor of Religion

Thomas H. Tietenberg, Ph.D. 283 West Main Street
Assistant Professor of Economics

Curtis W. Tong, Ph.D. Grace Court
Assistant Professor and Coordinator of Physical Education

Marianna Torgovnick, M.A.
Assistant Professor of English

Ralph J. Townsend, M.S. Cluett Drive
Assistant Professor of Physical Education and
Director of the Williams Outing Club and Coordinator of Recreation

G. Lawrence Vankin, Ph.D. 60 Cole Avenue
Professor of Biology

Jeffrey Vennell, M.S. 21 Southworth Street
Assistant Professor of Physical Education

Laszlo G. Versenyi, Ph.D. 128 Main Street
Professor of Philosophy

Paul R. Voss, M.A. Fort Hoosac Place
Research Associate at the Roper Public Opinion Research Center and Lecturer in Sociology

Robert G. L. Waite, Ph.D. Talcott Road
Brown Professor of History

Harold H. Warren, Ph.D. 144 Main Street
Halford R. Clark Professor of Natural Science and Director of the Chemical Laboratory

***Linda R. Warren, Ph.D. 21 South Street
Assistant Professor of Psychology

Susan Watt, M.Phil. 35 Park Street
Assistant Professor of German

**Lawrence E. Wikander, B.S. in L.S., M.A. Cluett Drive
College Librarian

*On sabbatical leave first semester 1975-76
**On sabbatical leave second semester 1975-76
***On leave 1975-76

- 332 -
Faculty, Athletic Coaches

LINDA D. WILKINS, M.S.
Instructor in Physical Education
1009-B State Road
North Adams, Mass. 01247

ANDREW T. WILLIAMS, PH.D.
Assistant Professor of Economics
37 Southworth Street

GORDON C. WINSTON, PH.D.
Orrin Sage Professor of Political Economy
14 Grandview Drive

**REINHARD A. WOBUS, PH.D.
Associate Professor of Geology

JAMES B. WOOD, PH.D.
Assistant Professor of History

ALEXANDER E. R. WOODCOCK, PH.D.
Assistant Professor of Biology

LAWRENCE E. WRIGHT, M.S.
Director of Computer Services and Lecturer in Computer Science

ATHLETIC COACHES
(in addition to Physical Education assignments)

RICHARD V. BENNETT, B.A.
Part-time Freshman Soccer

JAMES R. BRIGGS, B.A.
Varsity Baseball

BONNIE B. CRAWFORD, B.S.
Women's Varsity Basketball, Assistant Field Hockey, Assistant Women's Lacrosse

JOSEPH M. DAILEY, M.S.
Assistant Varsity Football, Varsity Wrestling

PATRICK DIAMOND, M.ED.
Part-time Freshman Football

ANDREW G. DZURINKO, M.ED.
Assistant Varsity Football, Assistant Track

RICHARD J. FARLEY, M.ED.
Head Track, Assistant Varsity Football

KAREN S. FISHER, M.A.
Part-time Women's Varsity Skiing

ROBERT L. FISHER, JR., B.A.
Men's Varsity Skiing, Freshman Baseball

RUDY GOFF
Part-time Golf

RENZIE W. LAMB, B.A.
Freshman Football, Men's Varsity Lacrosse

*On sabbatical leave first semester, on leave second semester 1975-76
**On sabbatical leave second semester 1975-76
Libraries

William E. McCormick, M.A.  
Robert H. Odell, B.A.  
Robert R. Peck, Ed.D.  
Anthony Plansky, M.A.  
James C. Rodgers, B.A.  
Carl R. Samuelson, M.S.  
Ronald A. Stant  
Curtis W. Tong, Ph.D.  
Jeffrey Vennell, M.S.  
Linda D. Wilkins, M.S.

Robert H. Odell, B.A.  
Head Football, Freshman Golf  
Robert R. Peck, Ed.D.  
Freshman Basketball  
Anthony Plansky, M.A.  
Part-time Varsity and Freshman Cross Country  
James C. Rodgers, B.A.  
Assistant Varsity Soccer, Junior Varsity Hockey, Junior Varsity Lacrosse  
Carl R. Samuelson, M.S.  
Men’s and Women’s Varsity Swimming, Men’s Junior Varsity Swimming

Ronald A. Stant  
Trainer  
Curtis W. Tong, Ph.D.  
Men’s Varsity Basketball, Women’s Varsity Tennis  
Jeffrey Vennell, M.S.  
Varsity Soccer  
Linda D. Wilkins, M.S.  
Varsity Field Hockey, Women’s Varsity Lacrosse

LIBRARIES

Sawyer Library

*Lawrence E. Wikander, B.S. in L.S., M.A.  
  College Librarian  
Mary C. McInerney, B.S. in L.S.  
  Assistant College Librarian  
Nancy G. MacFadyen  
  Assistant to the Librarian

Lawrence W. Beals, Ph.D.  
Honorary Archivist and Curator of Williamsiana  
Holly W. Chase, M.L.S.  
Serials Librarian  
Lee B. Dalzell, M.S.  
Assistant Reference Librarian  
Anne H. Fitz, M.A., M.S.  
Circulation Librarian  
Nancy E. Hanssen, M.L.S.  
Documents and Environmental Librarian

*On sabbatical leave second semester, 1975-76
Libraries, Faculty Committees

Sarah C. McFarland, M.L.S.  Reference Librarian  Syndicate Road
MARIE PISTORIUS, Dipl. in L.S. (Prague) Cert. UFOD (Paris)  Cataloger  Cluett Drive
Elizabeth B. Scherr, B.S. in L.S.  Acquisitions Librarian  25 South Street
Diana A. Versenyi, M.L.S.  Cataloger  128 Main Street
Nancy N. Clark  Library Assistant – Serials  Benlise Drive
Jo-Ann Irace  Library Assistant – Reserve  1 Pinnacle Drive
Diana A. Versenyi, M.L.S.  Library Assistant – Order  Adams
Elaine E. McCormack, B.A.  Chapin Library  17 Second Street
Eleanor W. Montgomery, B.A.  Library Assistant – Order  68 Cherry Street

Chapin Library  North Adams
H. Richard Archer, Ph.D.  Custodian of Chapin Library and Lecturer in the Graphic Arts  18 Moorland Street

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OFFICERS OF ADMINISTRATION 1975-1976

Office of the President
JOHN W. CHANDLER, Ph.D., LL.D., L.H.D.
President

DOROTHY H. KIRKPATRICK
Secretary to the President

Office of the Provost
STEPHEN R. LEWIS, Jr., Ph.D., Provost
DAVID A. BOOTH, M.A., Associate Provost
LAWRENCE E. WRIGHT, M.A., Director of Computer Services Bronfman Science Center

Office of the Dean of the Faculty
NEIL R. GRABOIS, Ph.D., Dean of the Faculty

Office of the Dean
PETER BEREK, Ph.D., Dean of the College
LAUREN R. STEVENS, M.A., Dean of Freshmen
HENRY N. FLYNT, Jr., B.A., Associate Dean and Director of Financial Aid
NANCY J. MCINTIRE, M.A., Associate Dean
CRIS T. ROOSENRAAD, Ph.D., Associate Dean

Office of the Treasurer
FRANCIS H. DEWEY, 3rd., B.A., Vice President for Administration and Treasurer
SHANE E. RIORDEN, J.D., Business Manager
 PHYLLIS D. WILES, Comptroller
MARGUERITE GUIDEN, Director of Personnel Services

Office of the Registrar
GEORGE C. HOWARD, LL.B., M.A., Registrar
CATHERINE E. WINN, Assistant Registrar

Office of Admissions
FREDERICK C. COPELAND, Ph.D., Dean of Admissions
PHILIP F. SMITH, M.A.T., Director of Admissions
PHILIP G. WICK, B.A., Assistant Director of Admissions and Freshman Financial Aid
WILLIAM R. MASON, III, B.A., Assistant Director of Admissions
MARY R. MACMILLEN, B.A., Assistant Director of Admissions

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Officers of Administration

Office of Financial Aid
Henry N. Flynt, Jr., B.A., Director and Associate Dean

Office of Career Counseling
Hope R. Brothers, B.A., Director

Office of the Chaplain
John D. Eusden, Ph.D., Chaplain

Office of Health
Robert A. Goodell, Jr., M.D., Director of Health
Robert K. Davis, M.D., Physician
John G. Merselis, Jr., M.D., Physician
Alfred J. Wise, M.D., Physician
James T. Corkins, M.D., Physician
Thomas Hyde, M.D., Physician
Arthur E. Ellison, M.D., Orthopedic Surgeon
Kuhrt Wieneke, Jr., M.D., Orthopedic Surgeon
Louis J. Benton, Jr., M.D., Orthopedic Surgeon
Eric White, M.D., Orthopedic Surgeon
Harry D. Wilson, Jr., M.D., Gynecologist
Charles Hoffman, Jr., M.D., Gynecologist
Richard B. Clutz, M.D., Surgeon
Martien A. Mulder, M.D., Surgeon
Eugene Talbot, Ph.D., Clinical Psychologist
Susan J. Weinstock, Ph.D., Clinical Psychologist
Carolyn E. Hall, R.N., Chief Nurse

Performing Arts
Irwin Shainman, M.A., Premier Prix Conservatoire de Paris, Coordinator

Office of Athletics
Robert R. Peck, Ed.D., Director of Athletics

Dining Halls
David R. Woodruff, B.S., Director of Food Services
James W. Hodgkins, B.S., Assistant Director of Food Services
Robert Karasek, Comptroller of Dining Halls

Alumni Office
R. Cragin Lewis, B.A., Director of Alumni Relations
James R. Briggs, B.A., Director of Annual Giving
Thomas W. Bleezarde, B.S., Editor of Alumni Publications

Office of Buildings and Grounds
Peter P. Welanetz, B.S., P.E., Director of Physical Plant

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Officers of Administration

*Winthrop M. Wassenaar, M.S., P.E., Assistant Director of Physical Plant
  Latham Street
*Charles M. Jankey, B.A., Director of Student Housing and Coordinator of Summer Program Housing
  Latham Street
*John C. Holden, B.S.M.E., Mechanical Engineer of the Department
  Latham Street
*Ralph W. Iaquessa, General Foreman
  Latham Street
*Richard J. Libardi, Chief Engineer
  Latham Street
*Walter J. O’Brien, Director of College Security
  Hopkins Hall

Office of Development

*Willard D. Dickerson, B.A., Director of Development
  Jesup Hall
*Michael Griggs, B.A., Associate Director of Development
  Greenwich, Conn.
*Robert E. Kaufman, B.A., Assistant Director of Development
  Jesup Hall
*William C. Alden, B.A., Assistant Director of Development
  Jesup Hall

Office of Public Information

R. Craigin Lewis, B.A., Director of Public Information
  Jesup Hall
Robert D. Spurrer, B.A., News Director
  Jesup Hall

Adams Memorial Theatre

Jean-Bernard Bucky, M.F.A., Director
  Adams Memorial Theatre
Gregory Boyd, B.A., Assistant Director
  Adams Memorial Theatre
Paul B. Moyer, Jr., M.A., Technical Director
  Adams Memorial Theatre
Richard W. Jeter, M.F.A., Designer
  Adams Memorial Theatre

The Center for Development Economics

Paul G. Clark, Ph.D., Chairman of the Center for Development Economics
  Fernald House
*Gordon C. Winston, Ph.D. Director of Graduate Study in Development Economics
  Fernald House
Rita Dillon, B.A., Assistant to the Chairman
  Center for Development Economics
Elenore R. Whitehead, B.S., Assistant to the Chairman
  Center for Development Economics

The Center for Environmental Studies

Thomas C. Jorling, LL.B., M.S., Director
  Park Hall
Henry W. Art, Ph.D., Assistant Director for Research
  Park Hall
Sheafe Satterthwaite, B.A., Planning Associate in Environmental Studies
  Park Hall
Michael R. Shay, B.A., Special Assistant for Public Services
  Park Hall
Nancy E. Hanssen, M.L.S., Environmental Librarian Part-time
  Park Hall

Conference Office

Manton Copeland, Jr., B.A., Director
  Hopkins Hall

*On leave, 1975-76
The Roper Public Opinion Research Center

PHILIP K. HASTINGS, Ph.D., Director
ELIZABETH H. HASTINGS, B.A., Editor and Librarian

Stetson Library
Stetson Library

Weston Language Center

RUTH GREENE, Coordinator

Weston Language Center

Williams College Museum of Art

S. LANE FAISON, JR., M.A., M.F.S., LITT.D., Director
EUGENE J. JOHNSON, III, M.A., Curator

Lawrence Hall
Lawrence Hall

OFFICERS OF ADMINISTRATION, EMERITI

CHARLES A. FOEHL, JR., J.D., Vice President for Administration and Treasurer, Emeritus

Bulkley Street

CHARLES B. HALL, B.A., L.H.D., Secretary of the Society of Alumni, Emeritus and Executive Secretary of the Alumni Fund, Emeritus

Grace Court
SCHOLARSHIPS AND FELLOWSHIPS

Special Scholarships

Gilles David Adams '67 Memorial. No award.
Adams Super Markets. Thomas M. Kondel '78.
Cornelia Aldis Memorial. C. Wesley Durham '75.
Clarence W. '31 and Francis D. Bartow, Jr. '31. Mark D. Sisson '75, Barbara M. Volkle '75.
Stuart Benedict. Manuel M. Anes '77.
Robert N. Branson '43 Memorial. John H. Ellis, II '75, Daniel D. Daly '76.
James Beebe Brinsmade. Wilfred L. Raine '75.
R. A. Burget. Daniel F. Muzyka '75, Thomas J. Villanova '75.
Florence Chapman-Grace Dickinson. Felicia C. Pharr '75, Andrea F. Hinds '75, Olina Jonas '75, Donna C. Lindsay '75.
Chi Psi. Regan A. Miller '75.
Coogan. Karen A. Dias '78.
Cadwalder Evans, III, Memorial. Peter L. Kozik '76.
Garfield Scholarship. Prem Jung Thapa '75.
David Harris Memorial. Gerald Gant '75.
John Houghton Harris Memorial. Edward B. Rouse '78.
George W. Hawkins '34. No award.
Hyde Memorial. Tracy K. McIntosh '75.
Dr. William D. Kerr, Jr. Edward J. Mazdzer, II '75.
Alfred J. Knapp. Tom M. Cummings '75.
Charles B. Lansing. Theresa M. Sternberg '75.
Herbert H. Lehman. Corinne E. Ball '75, Barbara M. Banks '75, Walter J. Clark, Jr. '75, John H. Cordes '75, Suzanne Fluhr '75, David G. Jacobs '75, W. Peter Larson '75, Robert B. Luce '75, David W. Uzzell '75, Kurt A. Van Steenburg '75, Lorne
Scholarships and Fellowships

E. Weeks, III ’75, Lezli H. White ’75, Darrilyne D. Arnelle ’76, James R. Baldwin, ’76, John B. Berringer ’76, Debra L. Hall ’76, Joseph O. Krebs ’76, George Powell ’76, Allison S. Young ’76, Michael C. Knight ’77, Steven S. Pilitch ’77.

Dr. Arthur Logan. Michael A. Hill ’75, Hugh Y. Rienhoff, Jr. ’75, Rebecca A. Lear ’76, Stephanie C. Brown ’76.


Horace L. Mayer. Elizabeth G. Brownell ’75.

Willis I. Milham Scholarship in Science. Eric P. Hyde ’75, Russell G. Teglas ’75, Frederick J. Walker ’75.


Albert P. Newell ’05 Memorial. Mark A. McLennan ’75.


Ralph Perkins ’09. Dave W. Reinmann ’75, Barbara Rubin ’75, Brian G. Daggett ’76, Joseph E. Newsome ’76, Martin J. Scanlon ’76.

Gustavus and Louise Pfeiffer. E. Harry Walker ’75.

Psi Upsilon. Donald A. Cooke ’75.

Sigma Phi. Stephen B. Nelson ’76, Brock K. Riedell ’76, Dan F. Yeadan ’76.


Beatrice H. Stone. Deborah A. Grose ’75, David W. Hughes ’75.


Dr. E. Richmond Ware ’13. Stephen J. Clarke ’76.
Scholarships and Fellowships

Karl E. Weston Memorial. Richard G. Huntley, Jr., ’75, Elise Kushner ’76, Nicolas Schidlovsky ’76, Richard C. Wood ’76.
Thomas Jefferson Williams and Ana King Williams. No award.
Williams Black Student Union. Otis M. Sanders ’74.
Williams Sideline Quarterback Club. Walter W. Hutwelker, III ’77, Joseph M. Jammallo ’77.

Scholarships Given by Williams Alumni Groups.

Cincinnati Alumni. Leslie A. Baker ’77.
Class of 1914. Charles D. Safford ’75.
Class of 1944. Thomas C. Chapuk ’76.
Hartford. Scott A. Odell ’78
Westchester County. Steven D. Horton ’78.

Fellowships for Graduate Study

Horace F. Clark Fellowships. Charles F. Dropkin ’74, Lorna M. Hochstein ’74.
Frances Sessions Hutchins ’00 Memorial. Robert J. Patterson ’74.
Hubbard Hutchinson Memorial Fellowship. William A. Finn ’74, Krid Panyarachun ’74, Robert A. Duisberg ’73.
John Edmund Moody Fellowship. John D. Ramsbottom ’74, Christopher J. Zook ’73.
Carroll A. Wilson Fellowship. Drake S. Tempest ’74, Willis R. Buck, Jr. ’73.

Prizes Awarded for 1973-74

Prizes in Special Studies

John Sabin Adriance Prize in Chemistry. Harold H. Hull ’74.
Benedict Prizes. (Biology) First Prize: Darcy J. Hansen ’74. Second Prize: Jay P. Heiken ’74, Robert M. Stern ’74. (French) First Prize: Susanna A. Lang ’77. Second Prize: William D. Sunderlin ’76. (German) First Prize: William G. H. Gibson ’74. Second Prize: David F. McTigue ’74. (Greek) First Prize: Nancy B. Lincoln ’76. Second Prize: Nicholas V. Cristiano ’77. (History) First Prize: John D. Ramsbottom ’74. Second Prize: James S. Grubb ’74. (Latin) First Prize:
Prize Awards

Theresa M. Sternberg '75. Second Prize: Richard C. Spicer '77. (Mathematics)
First Prize: Martin A. Weinstock '77. Second Prize: Pakorn Vichyanond '76.
KENNETH L. BROWN, CLASS OF 1947, AWARD IN AMERICAN STUDIES. Peter N. Hillman '75.

STERLING A. BROWN AWARD. Michael D. Darden '74.
DAVID TAGGART CLARK PRIZE IN LATIN. Christopher J. Bonner '77.
CONANT-HARRINGTON PRIZE IN BIOLOGY. Douglas C. Miller '74.
DORIS DEKEYSERLINGKE PRIZE IN RUSSIAN. John D. Ramsbottom '74.
GARRETT WRIGHT DEVRIES MEMORIAL PRIZE IN SPANISH. Edward J. Miller, Jr. '74.
SHERWOOD O. DICKERMAN MEMORIAL PRIZE. William J. Driscoll '76.

DWIGHT BOTANICAL PRIZE. Eric A. Monke '74.
GILBERT W. GABRIEL MEMORIAL AWARD IN DRAMA. William A. Finn '74, Jeffrey L. Johnson '74.
FREDERICK C. HAGEDORN, JR. PRIZE IN PRE-MEDICAL STUDIES. Henry H. Bible, Jr. '74.

ARTHUR C. KAUFMAN PRIZE IN ENGLISH. Lois E. Bailey '74.
LEVERETT MEARS PRIZE IN CHEMISTRY. David L. Longworth '74.
WILLIS I. MILHAM PRIZE IN ASTRONOMY. Richard N. Langlois '74.
JOHN W. MILLER PRIZE IN PHILOSOPHY. Thomas S. Hodgson '74, Dav A. Holzworth '74.

RICHARD AGER NEWHALL PRIZE IN EUROPEAN HISTORY. Nicolas Schidlovsky '76.
RICE PRIZES IN CLASSICAL LANGUAGES. (Greek) Philip T. Mitsis '74, (Latin) Francis L. Newton, Jr. '74.

LAWRENCE ROBSON MEMORIAL PRIZE IN CHEMISTRY. Joseph H. Antin '74.
BRUCE SANDERSON AWARD FOR EXCELLENCE IN ARCHITECTURE. No award.
RUTH SANFORD MEMORIAL FELLOWSHIP IN THEATRE. Susan K. Waller '77.

RUTH SANFORD MEMORIAL PRIZE IN THEATRE. No Award.

EDWARD GOULD SHUMWAY PRIZE IN ENGLISH. Mark A. Franklin '74.
HERBERT R. SILVERMAN AWARD IN AMERICAN HISTORY. Katherine A. Davis '74.
THEODORE CLARKE SMITH BOOK PRIZE IN AMERICAN HISTORY. Lawrence E. Sanders '77.

KARL E. WESTON PRIZE FOR DISTINCTION IN ART. Thomas W. Hut '74.

Essay Prizes

ACADEMY OF AMERICAN POETS PRIZE. First Prize: Peter L. Kozik '76. Honorable Mention: Lezli Hope White '75.

HENRY RUTGERS CONGER MEMORIAL LITERARY PRIZE. Daniel S. Lesny '73.


C. DAVID HARRIS, JR. PRIZE IN POLITICAL SCIENCE. No award.

LATHERS PRIZE AND MEDAL. Lloyd R. Day, Jr. '74, Drake S. Tempest '74.


WILLIAM BRADFORD TURNER PRIZE IN AMERICAN HISTORY. Bruce McP. Beehler '74.
Prize Awards

David A. Wells Prize for Political Economy. Ronald S. Bushner ’74, David R. Glasker ’74, Lynellyn D. Horne ’74, Jeffrey W. Jacobs ’75, Donald J. Westblade ’74.

General Prizes

Grosvenor Memorial Cup. No award.
Carl T. Naumburg Student Book Collection Prize. First Prize: Eric S. Brus ’77. Second Prize: David F. Plotzky ’74.
James G. Rogersen Cup and Medal. John E. Sawyer ’39.

Rhetorical Prizes

Elizur Smith Rhetorical Prize. Michael C. Knight ’77.
Van Vechten Prize. Michael C. Knight ’77.

Athletic Prizes

Francis E. Bowker, Jr., Swimming Prize. Duff P. Anderson ’77.
Canby Athletic Scholarship Prize. William W. Earthman ’74.
Fox Memorial Soccer Trophy. Mark W. Cresap ’74.
Golf Trophy. John E. Sutter ’74.
Willard E. Hoyt, Jr. ’23 Memorial Award. Christopher J. Potter ’74.
Lacrosse Award. Robert M. Pinkard ’75.
Franklin F. Olmsted Memorial Award. Christopher J. Potter ’74.
Anthony Plansky Award. Jeffrey M. Elliott ’74.
Purple Key Trophy. Daniel T. Entwisle ’74.
Michael D. Rakov Memorial Award. Bryan M. Smith ’75.
Paul B. Richardson Swimming Trophy. Scott F. Schumacker ’76.
Rockwood Tennis Cup Prize. 1st - F. Stuart Browne ’75
2nd - Peter C. Talbert ’74.
Charles DeWoddy Salmon Award. Timothy W. Mages ’76.
Scribner Memorial Tennis Trophy. Peter C. Talbert ’74.
Squash Racquets Prize. Peter C. Talbert ’74 (winner)
Frank P. Giammattei ’76 (runner-up)
Oswald Tower Award. Leslie Ellison ’74 and Robert J. Patterson ’74.
Ralph J. Townsend Ski Trophy. Christopher J. Potter ’74.
Young-Jay Hockey Trophy. Thomas F. Geilfuss ’74.
Harry F. Wolf Mixed Doubles Tennis Trophy. Charles S. Einsiedler, Jr. ’75 and Laura M. Carson ’77.

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OFF-CAMPUS PROGRAMS - 1974


Williams in Hong Kong. Stephen F. Werbe '73, Gary T. Wong '74.
DEGREES CONFERRED IN JUNE, 1974

Bachelor of Arts

Edward Francis Adams
Michael Christopher Adams
Thomas Butler Alleman
Jonathan Cutler Allen
Peter Heyn Allmaker
Mark Twohey Altemus
Thomas William Altman
Robert Francis Andruzzi, with Honors in English and Honors in Psychology
Douglas Paul Astry
Ernest Augcomfar
Craig Stuart Kevin Baird
Thomas Arnold Barron
Francis Dwight Bartow, II
Mary Elaine Berube
Stephen Dean Bigelow
William Gates Blodgett
Lawrence Lampkin Bohannon
Hiram Lester Brett, with Honors in Political Economy
James Bennett Broadhurst
Warren Bruce Brodie
Stephen Cannon Broydrick
Donald Verwey Brumbaugh, with Honors in Chemistry
Joseph Houghton Budge, with Honors in Biology
Ronald Scott Bushner
Stephen Mason Calder
Kevin Paul Carey
Patricia Ann Carr
Peter Herbert Chadwick
Abigail Colihan
Dwight Ray Cook
Steven Jay Cooperstein
Mark Winfield Cresap
Michael Douglas Darden
Mayo Ralph DeLilly, III
David Mario Deserio
Thomas Leo Deveaux
Philip Joseph DiMauro
Margaret Sweet Dodds
Mark Vicars Donovan, with Honors in English
Francis Roger Doran
Nancy Elizabeth Doyne, with Honors in English
John Daniel Dryer
Joseph Allen Duckworth
Edward Bernard Dunn, II
Thomas Francis Dunn
Jeffrey Mitchell Elliott
Leslie Ellison
Dan Thompson Entwistle
David Fawcett Eusden
William Alan Finn
Kenneth Robert Fisher
Robert Hicks Fogarty
David Dorin Fratkin
Stephen Mark Frazier
Thomas Scott Geilfuss
David Lake Giles
Chandler Robbins Gilman, with Honors in English
William George Gisel, Jr.
David Robert Glasker
Alan Ronald Graham
Peter Bush Gundlach
David Raymond Hargrove
Eric Lamar Harris
Thomas Newlin Hastings
Kim Amet Healey
Nathaniel Heintz, with Honors in Biology
David Fenno Hoffman
S. Jane Holdren
Marvin Sylvester Horton
James Edward Hudak
Maynard Bradley Iverson
William Robert Jacobs, Jr.
Robert L. Johnson
David Lazarus Jones, with Honors in American Civilization
David Crawford Jordan
Degrees Conferred

Kenneth Andrew Kessel
Mary Ann Knight, with Honors in English
Thomas Crawford Koerner
Olav Bernt Kollevoli, Jr.
Robert Orville Laidlaw, with Honors in Geology
Kristover Andre Lavalla
Michelle Annick Berthe Lebovitz
Matthew Jay Levine
Kenneth Wayne Littleton, Jr.
Brian Alexander Lockwood
Steven Hunter Lovejoy
Michael Bruce Luco
John Joseph Lyons
Andrew Sumner March, II
David John McCormick
Christopher Patrick McGavin
Donald Forbes McGill, Jr.
†Stephen Michael McIntosh, with Honors in Psychology
William Muirhead McMillan
Harold Fenton Miller, II
Charles Leonard Mitchell
Michael Mitchelson
George Edward Moorehouse
William Charles Morris, II
Andrew Peter Morrow
Susan Elizabeth Murley
Charles Albert Nix, III
John Eugene Nuzzolo, III
Robert Joseph O’Donnell
Daniel Thomas Odre
Eric Dale Olsen
Paul Stuart Owens
John David Page
Sally Seymour Paige
Krid Panyarachun
Michael McMillan Parker
Michael Earl Peterson
Claude Pezet
Donald Gordon Place
Nathaniel Robbins, III

James Cameron Rodgers
Ouis Micheal Sanders, with Honors in Political Science
Whit Garrison Sanders
Mark Gerd Schneider
William Case Schram
Michael Harold Segell, with Honors in English
Philip Ronald Shands
Bruce Edward Sheehan
Richard Frederick Slade
Thomas Edward Slattery
Angie Frank Smith, III
William Stanley Sneath
James Allan Specht
Peter Derwent Stanton
David Lawrence Stokes
Craig Andrew Sullivan, with Honors in English
John Henry Sullivan, Jr.
Susan Eleanore Sutler
John Everett Sutter
Mary Philler Swett
Peter Challen Talbert
Jo Anne Talbot
Deidre Mignon Taylor
Irving Harry Taylor, Jr.
Leslie Sue Teel, with Honors in Psychology
Ronald David Thomas
Steven Savaston Thomas, with Honors in History
Craig Neal Thompson
Erik Peterson Thorp, with Honors in Geology
*Stephen Evarts Tracy
James Oliver Treyz
Paul Arthur Trivelli
Richard Calvin Unger, Jr.
Peter Barnum Venter
Stanley Todd Wentzel
Eric Carl Weren
Edward Anthony Whitaker, Jr.

*Elected to Phi Beta Kappa
†Elected an Associate Member of Sigma Xi
Degrees Conferred

Donald Clark White
Melvin Sylvester White
Charles Dixon Willmott
Jann Catherine Wolfe

Gary Tang Wong
Michael Bradley Wood
Robert Lewis Wood
Charles Ralph Zellerbach

Bachelor of Arts, Cum Laude

*A. Victor Abnee, III
Thomas John Allingham
Donald James Allison
Robin Alton

*Michael Robert Bangser, with Honors in Economics
Jennifer Anne Barry
*David Andrew Bartsch
*John Paul Batt, with Honors in American Civilization
Bruce McPherson Beehler, with Highest Honors in American Civilization
Eugene Elliot Berg

*Stephen John Bishop
John Hillric Bonn
Anthony Martin Boskovich
Mark Alan Brown
Michael Burditt Cadwell, with Honors in English
Scott Hardy Canedy
James Eustis Clemons
Paul Thomas Cohen, with Honors in Art
Thomas Paul Cole
Todd Lanning Congdon

*Christopher Thomas Corson, with Highest Honors in Art
Alan Cutler

*Frank Stafford Davis, with Honors in Religion
*Lloyd Russell Day, Jr., with Highest Honors in Political Science
Carl Frederick Dierker
Bernard John Dill
Lusyd Wright Doolittle

*Thomas Joseph Douglas, Jr.
Edwin Rembert DuBose, Jr., with Honors in Religion
Charles Michael Dubuisson
Ronald Welcome Eastman, with Honors in Psychology
James Cook Edwards, Jr., with Honors in History

*Peter Kimberley Ely
Michael Furgeson Eng
*Lloyd Alan Epstein

*Elected to Phi Beta Kappa
Degrees Conferred

Jonathan Winchester Fitch  
Edward Cosmo Fleri, III, *with Honors in Physics*  
Margaretta MacIntyre Foulk  
John Reid Fox, *with Honors in History*  
*Daniel Jon Franklin, *with Honors in Religion*  
James Legrand Gasperini, *with Highest Honors in English*  
*Jeffrey Baird Gertz*  
Evan Trumbull Gifford  
Pamela Mara Gilman, *with Honors in Psychology*  
*Michael Joseph Goff*  
John Edwin Gould  
*James Shepard Grubb, with Highest Honors in History*  
James Mason Harper  
Leigh Jonathan Harris, *with Honors in Psychology*  
John Wesche Hauck  
Christine Anne Henry  
Raymond Francis Henze, III  
Deborah Ruth Marshall Hewett  
*Joseph Lee Hiersteiner*  
Dean Robert Hindman  
*Andrew Duncan Holt*  
Lynel lyn Dunstan Horne, *with Honors in Political Economy*  
George Lee Horton, II  
†*Harold Henry Hull, with Highest Honors in Chemistry*  
Jonathan Cooper Hull  
Virginia Anne Ingalls  
David Marshman Ings  
Robert Andrew Izzo, *with Honors in Political Science*  
*Randall Harold Jensen*  
Elizabeth Heidi Jerome  
Iris Nancy Josephson  
Frank Leon Katz  
*Robert Edward Kaus, with Honors in English*  
Marjorie Ruth Kessler  
*Richard Wayne Kokko, with Honors in Economics*  
Dennis Dickson Koller  
*John Weil Kunstadter, Jr.*  
†*Richard Normand Langlois, with Honors in Astronomy/Physics and Highest Honors in English*  
*Raymond Lawrence Lee, Jr.*  
†David Harris Lehman  
Richard Levy, Jr., *with Honors in Political Economy*  

*Elected to Phi Beta Kappa*  
†Elected an Associate Member of Sigma Xi
Degrees Conferred

Elizabeth Hathaway Lewis
William Theodore Luedke, IV, *with Honors in History*
James Ross Macdonald, IV, *with Honors in English*
R. Michael Mahoney
Timothy Reynolds Maier, *with Honors in Art*
David Richard Maraghy, *with Honors in History*
*Eleanor Kathleen May, with Highest Honors in History*
Stuart Allan McClintock
Michael John McKelvey, *with Honors in Economics*
†David Francis McTigue, *with Highest Honors in Geology*
*Edward Jeffers Miller, Jr.*
Phillip Thomas Mitsis
Carl Asher Morgenstern, Jr., *with Honors in American Civilization*
Edwin Alexander Moss
Joseph Edward Mulholland
Dean Adams Murphy
*Lawrence Paul Murphy, with Honors in Economics*
Richard Lindsay Nesbitt
Jeffrey Halstead Niese
*Grace Barrett Paine*
*Edward Palmer, with Honors in Biology*
Lawrence Bruce Patent
*Robert John Patterson*
Paul Roland Peterson
Barbara Hyde Pierce, *with Highest Honors in American Civilization*
*David Frater Plotsky*
Bruce Milton Pollock
†Christopher John Potter, *with Honors in Geology*
William Saunders Pratt
George Norwood Rathbone
Paul Joseph Reilly, Jr.
John Wooten Renaud
†+Steven Robert Reuman, with Honors in Biology*
Carroll Brewster Rhoads, III
James Wilfrid Richter
*Peter Wahl Riley*
Anne Randall Scott Rives
William David Robitsek
John William Rockwell, Jr.
Carol Ellen Roscoe, *with Honors in Psychology*
David Keith Rosenblutt, *with Honors in History*
Robert Edward Rothman

*Elected to Phi Beta Kappa*
†Elected an Associate Member of Sigma Xi
Degrees Conferred

Scott Douglas Rowley
Edward James Ryan
†Frederick Lack Sawabini, with Honors in Psychology
*Mary Louise Schleck, with Honors in Art
*Ted Scott Sewitch
Jeffrey Sheresky
Nancy Contel Slattery
*Herbert McKelden Smith, III, with Highest Honors in Art
Kenneth Lee Steinthal
*Paul Jeffrey Stekler, with Highest Honors in Political Science
*Robert Mark Stern
Richard David Story
William Albert Suda, III
Christopher Blake Teipel
Robert Leslie Thalhimer, with Honors in Economics
*Willie Tolliver, Jr., with Honors in English
*Richard Butler Vancisin
Yolanda Vargas
*Craig Wyatt Virden
Anne McCracken Webster
*Gregory Leaycraft Weed, with Honors in English
Thomas Stuart Weed
Richard Carroll Weinberg
*Karen Lesley Whittington
Sally Wister
*Byron Samuel Wright
Christopher Ernest Wuthmann

Bachelor of Arts, Magna Cum Laude

*Nancy Smyth Ahlberg
†*Robert Stewart Anderson, with Highest Honors in Geology
†*Joseph Harry Antin, with Highest Honors in Chemistry
*Frank Alexander Baciewicz, Jr.
*Lois Emerson Bailey, with Highest Honors in English
*Martha Willson Bedell, with Honors in Art
*Karen Blumberg
*Stephen Richard Bosworth
*Paul Barton Brown, with Highest Honors in Political Science
*John William Buymaster

*Elected to Phi Beta Kappa
†Elected an Associate Member of Sigma Xi
Degrees Conferred

*Claire Louise Coons, with Highest Honors in American Civilization
*Timonty White Cunningham, with Highest Honors in American Civilization
*Charles Albert Crawford de L'Arbre-d'Estaing, with Honors in English
*Joelle Lily Delbourgo, with Highest Honors in English
*Donald Nicholas DiSalvo
*John Joseph Downing
*William Wilkinson Earthman, III, with Honors in Economics
*Howard John Endeau, Jr., with Highest Honors in American Civilization
*William Vasilios Englis, with Honors in Economics
*Stephen Spero Golub, with Highest Honors in Economics
*Joseph Goodman, II, with Highest Honors in American Civilization and Honors in Economics
*Jay Paul Heiken
*Thomas Salkald Hodgson, with Honors in Philosophy and Honors in Religion
*William Long Holman, with Honors in Psychology
*Dav Alen Holzworth
*Harry Mack Horton, III, with Highest Honors in Art
*Thomas William Hut
*Jeffrey Leonard Johnson, with Honors in Psychology
*Suvia Thayer Judd
*Roslyn Sandra Krauss
*Jonathan Louis Kravetz
*Edward John Larson, with Honors in History
†*Douglas Craig Miller, with Highest Honors in Biology
*Eric Arthur Monke, with Highest Honors in Economics
*Francis Lanneau Newton, Jr., with Honors in Classics
*Lawrence Alan Peltz, with Honors in Psychology
*Arnold Leslie Perlstein, with Honors in Psychology
*James Paul Santacroce, with Honors in Chemistry
*Timothy Francis Schultz
*Robert Douglas Shaw, with Honors in Biology
*Martin Mayer Singer, with Honors in Political Science
*Donald Malmed Soloff
*Robert Emmett Spring
*Edward James Temko, with Honors in Political Science
*Drake Scheib Tempest, with Highest Honors in Political Science
*Jeffrey Alan Thaler, with Highest Honors in Political Science
*Henry Bayard Wald, with Honors in Economics
*Donald James Westblade, with Honors in Political Economy
*Kirke Warren Wheeler, II, with Highest Honors in Chemistry
*Harvey John White, Jr.
*Edward Michael Zablocki

*Elected to Phi Beta Kappa
†Elected an Associate Member of Sigma Xi

- 352 -
Degrees Conferred

Bachelor of Arts, Summa Cum Laude

†*Reginald David Arnold, with Highest Honors in Mathematics and Honors in Physics
*Charles Barry Augenbraun, with Honors in Psychology
†*Henry Harold Bible, Jr., with Highest Honors in Psychology
*Katherine Ann Davis, with Highest Honors in American Civilization
*Henry Charles Dinger, III, with Highest Honors in Mathematics
*Donald William Douglas, with Highest Honors in Political Economy
*Charles Edward Dropkin, with Highest Honors in Political Economy
*Mark Allen Franklin, with Highest Honors in English
*William G. H. Gibson, with Highest Honors in German
*Darcy Jeanne Hansen, with Honors in Music
*Lorna Mary Hochstein
*David Lawrence Longworth
*John David Ramsbottom, with Highest Honors in History

Master of Arts or Certificate in Development Economics

Samuel M. A. Adjetey, Ghana
Aklilu Afework, Ethiopia
Aphichai Chirattiyangkur, Thailand
M. Riyazul Haque, Pakistan
Mutawakkil Kazi, Pakistan
Kim JaeWon, Korea
Kunarjo, Indonesia
Latifah Khalid, Malaysia
Lemma Merid, Ethiopia
Jose G. López-González, Mexico
Calvin K. Malyi, Tanzania
Eduardo Moyano Berrios, Chile
Vincent F. M. Mrisho, Tanzania
Dahaneka Mudiyansele Muthubanda, Sri Lanka
Crispin Sarto E. Mwanyika, Tanzania
James Owade Otieno, Kenya
Reynaldo P. Palmieri, Philippines
Alejo Rodriguez Díaz, Mexico
Timuçin Sanalan, Turkey
Walter J. Smith Villavicencio, Peru

Master of Arts

Judith Adams
Jeanne Marie Bresciani
Elizabeth Agee Cogswell
Francesca Marlene Eastman
William Joseph Gavin

*Elected to Phi Beta Kappa
†Elected an Associate Member of Sigma Xi
Degrees Conferred

John Thomas Haletsky
Gregory Allgire Smith
Cynthia Frances Winter

HONORARY DEGREES CONFERRED

Commencement, June 9, 1974
Sterling A. Brown '22 Litt.D.
Wm. Allison Davis '24 Litt.D.
Paul A. Freund L.L.D.
Robert Lee Gaudino L.H.D.
James Willard Hurst '32 L.L.D.
John Edwards Lockwood '25 L.L.D.
Barbara Warne Newell L.L.D.
Nikos Psacharopoulos L.H.D.
Gordon Bailey Washburn '28 L.H.D.

HONORARY DEGREES CONFERRED

Convocation, September 14, 1974
Howard R. Bowen LL.D.
Kermit Gordon LL.D.
Robert Vincent Roosa LL.D.
Robert M. Solow Litt.D.

DEGREES CONFERRED IN JANUARY, 1975

Bachelor of Arts
Katherine Mills Berry
James Sylvester England, Jr.
David Lavington Farren
Judith Husband Kidd
Elizabeth S. Phillips
Linda Freeman Strubel
ENROLLMENT BY CLASSES, SEPTEMBER 1974

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<td>Graduate Students</td>
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<td>Seniors</td>
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<td>Juniors</td>
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<td>Sophomores</td>
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<td>Freshmen</td>
<td>478</td>
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<td><strong>Total</strong></td>
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ENROLLMENT BY CLASSES, FEBRUARY 1975

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<td>Freshmen</td>
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GEOGRAPHICAL DISTRIBUTION

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<td>Missouri</td>
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## Enrollment

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Map of the Williamstown area showing connections with main transportation arteries.
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