Williams College
BULLETIN
CATALOG  SEPT. 1980
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 Educational Policy
Director of Financial Aid
Dean of the College
Registrar

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

Published by Williams College, Hopkins Hall, Williamstown, Mass., four times a year: April, May, September and October. Second class postage paid at Williamstown, Mass. 01267.

Series 77 Number 3 USPS-684-600 September 1980
Williams College

BULLETIN

CATALOG NUMBER
SEPTEMBER 1980

WILLIAMSTOWN, MASSACHUSETTS
Williams College admits men and women of any race, color, religion, creed or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, religion, creed or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs. The College does not discriminate on the basis of sex in violation of Title IX of the Education Amendments of 1973, or the regulations thereunder, in the education programs or activities which it operates, including employment therein. The College does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973, or the regulations thereunder, in admission or access to its programs and activities. Inquiries concerning the College's nondiscrimination policies may be referred to the Dean of the College, Hopkins Hall, Williamstown, MA 01267 (413-597-2171).

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)
1. Date of filing of statement: September, 1980
2. Title of publication: Williams College Bulletin
3. Frequency of Issue: 4 times a year.
4. Location of known Office of Publication: Williams College, Hopkins Hall, Williamstown, Mass. 01267
5. Location of Headquarters: Williams College, Hopkins Hall, Williamstown, Mass. 01267
6. Publisher: Williams College, Williamstown, Mass. 01267
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.

Daniel O'Connor
Editor
CONTENTS

The Curriculum ........................................................... 5
Academic Standards and Regulations ............................................. 12
Statement of Academic Honesty .................................................. 19
Expenses .............................................................................. 21
Preparation for Graduate and Professional Study ....................... 23
Graduate Programs .................................................................. 26
Prizes and Fellowships ................................................................ 28
Courses of Instruction ............................................................... 39
Presidents, Trustees and Committees ........................................ 223
Faculty and Librarians ................................................................. 226
Faculty Committees and Special Faculty Advisers ......................... 242
Officers of Administration ............................................................ 245
Degrees Conferred and Enrollment ............................................. 249
Prizes and Fellowships Awarded .................................................. 260
Index of Topics ........................................................................ 264

Additional information about Williams College and its educational programs can be found in other issues of the WILLIAMS COLLEGE BULLETIN.

Number 1 — Courses of Instruction (April)
Number 2 — Williams College: An Introduction (May)
Number 3 — Catalog (September)
Number 4 — Winter Study Courses (October)
THE CURRICULUM

Williams College offers a course of study leading to the degree of Bachelor of Arts. The course requirements prescribe both the number of courses to be completed and the minimum grade level to be achieved; the curriculum also requires that each student explore several fields of knowledge and concentrate in one. The full requirements for the degree include meeting the minimum academic standards stated below, residence at the College, fulfillment of the distribution requirement, completion of a major, and completion of the physical education requirement.

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. All work done in the January term is graded Pass, Perfunctory Pass or Fail.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

Academic Requirement

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

Residence Requirement

Students who enter Williams as freshmen must spend a minimum of six semesters in residence at Williams. Students transferring to Williams from another institution must spend a minimum of four semesters in residence at Williams, and those entering as sophomores are expected to spend six semesters in residence. Students are considered to be in residence if they are taking a program of study under the direction of the Williams College Faculty. Students must be in residence for both semesters of their final year.

The degree requirements must be completed within eight semesters, including any semesters for which a student receives credit while not in residence at Williams. Thus, semesters spent away on exchange programs with other colleges or on junior year abroad and semesters made up of Advanced Placement courses (if the student wishes to accelerate and the Committee on Academic Standing approves) count toward this total.

Distribution Requirement

For the purposes of the Distribution Requirement, the departments of the College are grouped into three divisions: Division I, Languages and the Arts; Division
The Curriculum

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 the 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 students recognize, analyze and evaluate these man-made structures in order that they may better understand themselves and the social world in which they live.

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.

**DIVISION I. Languages and the Arts**

- Art
- Classics
- Comparative Literature
- English
- French
- German
- Greek
- History of Ideas
- Latin
- Literature in Translation
- Music
- Russian
- Spanish
- Theatre

**DIVISION II. Social Studies**

- American Civilization
- Anthropology
- Economics
- Environmental Studies
- History
- History of Ideas
- History of Science
- Philosophy
- Political Economy
- Political Science
- Psychology
- Religion
- Sociology

**DIVISION III. Science and Mathematics**

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

**Major Requirement**

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

Major Fields

Majors are offered in the following fields:

- American Civilization
- Art
- Astrophysics
- Biology
- Chemistry
- Classics
- Greek
- Latin
- Economics
- English
- Geology
- German
- History
- History of Ideas
- Mathematics
- Music
- Philosophy
- Physics
- *Political Economy
- Political Science
- Psychology
- Religion
- Romanic Languages
- French
- Spanish
- Russian
- Sociology
- Theatre

*Offered jointly by the Departments of Economics and Political Science

General Structure

1) A student ordinarily must elect at least nine semester courses in his or her 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 the major field and two semester courses, approved by a major advisor, in associated fields. In interdepartmental majors, such as Political Economy, 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 the section, “Courses of Instruction.”

Contract Major

A limited number of contract majors is also permitted for specially qualified and dedicated students who wish to undertake coherent study of an interdisciplinary subject not covered by a regularly offered major. Since considerable time is required for approval of a contract major, interested students should begin to formulate their proposals early in the spring semester of the sophomore year. Procedures for arranging a contract major and for honors work in such a major are described in the section, “Courses of Instruction.”
The Curriculum

Double Major

A student with a strong interest in two regular majors may double major with the permission of each major department or program and the Committee on Academic Standing. Although a student may be granted permission to use a course from one department or program to fulfill a particular requirement in the other, the student nevertheless must take the minimum number of courses in each field without counting any course twice. A student may be a candidate for Honors in either or both of the majors, but a course for Honors in one major may not be used for an Honors course in the other.

Co-ordinate Programs

In addition to majoring in a field, a student may choose to concentrate elective courses on a single topic or area, such as Areas Studies, Afro-American Studies, Comparative Literature, Computer Sciences (through classes of 1981 and 1982 only) 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 the major.

Physical Education Requirement

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

A swim test is required of all freshmen at the start of the academic year. Students who fail to complete the test must pass a basic swim course given in the Physical Education program during the first quarter of the year.

Students must complete eight quarters of physical education by the end of the sophomore year unless excused by the Dean or the Director of Health. Extensions can be granted by the Dean of the College in consultation with the Physical Education Department to postpone completion until junior year. Students who have not satisfied the requirement by the end of the junior year will not be admitted to the senior year.

Students must enroll in at least three different activities in fulfilling the requirement and at least two quarters must be devoted to one carry-over sport, as defined by the Physical Education Department. No more than four of the required eight units may be earned by participating in the marching band, by serving as team manager, or both.

ADDITIONAL CURRICULAR OPPORTUNITIES

Advanced Placement

At the discretion of the appropriate departments, students presenting satisfactory scores in Advanced Placement examinations may be placed in advanced
The Curriculum

courses not regularly open to freshmen and/or they may receive course credit toward the degree. A.P. credit, if granted, can be used to satisfy the Distribution Requirement; as a prerequisite; in partial fulfillment of the major requirement; and (if in two or more subjects) for acceleration. A.P. credit can not be used to reduce the normal course load of any semester nor to make up a deficiency incurred at Williams.

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.

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 instructor and the 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.

5) All Student Initiated Courses, including criteria for enrollment, must be approved by:
   a) a faculty member who agrees to be the instructor of 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.
The Curriculum

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

Honors Program

Williams awards the degree with Honors to those students who have demonstrated imagination, initiative, and intellectual independence within their major by following a pattern of study determined by their major department or program. The Honors program requires three courses constituting 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. At least two of the three courses must be in addition to the minimum number required for the major; one may be a Winter Study Project. A student who is a double major may be a candidate for Honors in either or both of the majors, but a course for Honors in one major may not be used as an Honors course in the other.

Individual departments and programs describe special criteria, procedures, and patterns of study for Honors in the “Courses of Instruction” section. Students should consult with their departments on their Honors options prior to their senior year. After the student has completed the first two of the three course units, the department or program determines whether the student is admitted to Honors candidacy. The degree is awarded with Honors at the end of the senior year if, in the judgment of the major department, its criteria of excellence have been met.

The route to the degree with Honors in a contract major is normally the thesis. Requirements and procedures are described in the “Courses of Instruction” section.

Study Away From Williams

Under certain circumstances, students may receive credit for work done at institutions or on programs other than at Williams. A student who wishes to enroll in another institution and to transfer credits to Williams should consult in advance with the Dean and with the appropriate departmental chairman. Applications for study elsewhere require the approval of the chairman of the student’s major department, the Dean and the Committee on Academic Standing.

Williams-Mystic Program in American Maritime Studies

This program, which is supervised by a Williams faculty member, offers one semester of specialized study at Mystic Seaport, Connecticut. It offers courses in maritime history, literature, marine ecology, oceanography, and a multi-disciplinary seminar in the uses of the sea. Interested students should consult the Dean’s Office and the “Courses of Instruction” section of this catalog.

Exchange Programs

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 Waterford, Connecticut. In addition, the College maintains an exchange with California Institute of Technology, with Howard University and with Fisk University.
Information on the programs and copies of the participating schools' catalogs are available at the Dean's Office.

**Study Abroad**

Williams participates in the operation of study abroad programs in Madrid (in cooperation with Hamilton, Mount Holyoke and Swarthmore Colleges) and in Kyoto, Japan (the Associated Kyoto Program, run by a group of nine colleges). Williams students may also receive credit for approved programs at a wide variety of other institutions, or for work done directly in a foreign university if acceptable evaluation is possible. Students interested in study abroad should consult the Dean's Office.

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

A limited number of students may register at Bennington College or North Adams State College for courses not offered by Williams. Interested students should consult the Dean's Office since permission of the Deans at both home and host colleges is required.

**Combined Program in Liberal Arts and Engineering**

To qualified students who wish to combine a liberal arts curriculum with education in engineering, Williams College offers the opportunity to earn its Bachelor of Arts degree after six semesters here followed by the successful completion, usually in two additional years, of studies leading to the Bachelor of Science degree at most leading technological schools. For such students majoring in Physics, Chemistry, or Mathematics at Williams, 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 this program. Students who wish instead to complete their undergraduate degree at Williams and then proceed directly to graduate study in engineering may want to take advantage of the opportunities available to them under the exchange programs with California Institute of Technology and the Thayer School of Engineering at Dartmouth. Inquiries should be directed to the Adviser to Pre-engineering Students.
ACADEMIC STANDARDS AND REGULATIONS

Payment of Term Bills

Bills are issued in advance of each term, and must be paid before the opening of College. Any student in arrears in any payments may be excluded from college exercises until a satisfactory arrangement has been made with the Business Office. All bills must be paid at the Business Office, and all books and materials must be returned to the Library, before a student is entitled to a degree or to withdraw in good standing.

Registration

Registration for 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 for late registration and enrollment
- $25 for failure to register by the end of the fall or spring semesters

Registration Procedures and Course Change Period

Freshman pre-register by mail in early summer; soon after arrival at Williams, they meet with their assigned Faculty Advisers to discuss the curriculum and their course selections. All freshman course changes are made with the approval of the Faculty Adviser. Freshmen may take no more than one course in a department each semester.

In the spring, all students receive registration instructions and forms. Students select eight semester courses for the following academic year and meet with their Faculty Advisers for discussion and approval of their selection. Sophomores may take no more than two courses in a given department in the same semester, and no more than three courses in a department during the full year. A student may take no more than a total of five courses in any one department during the freshman and sophomore years.

Course changes may be made during a designated period at the beginning of each semester. No course changes can be made after that period except with the approval of the CAS, by petition through the Registrar’s Office. A grade of E will be assigned to any course dropped after the course change period.

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 is maintained by the College, instructors may set such standards of attendance as they feel are necessary for the satisfactory conduct of their courses. 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 the course. Attendance is required
at announced tests and final examinations unless the student is specifically excused by the instructor, the Dean, or the Director of Health. Satisfactory attendance in eight quarters of activities approved by the Department of Physical Education is required except for students excused by the Dean or the Director of Health.

Course Load and Fifth Course Pass-Fail Option

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 with 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 pass-fail course, discussed in the next paragraph, cannot be used as the fifth course in this pattern.

Except in the case of the unbalanced course program described above, a student may, at the beginning of any semester, enroll in a fifth course with the permission of the instructor and on a pass-fail basis only; this course must be specified as the pass-fail course. By the sixth week, a student must decide whether to continue the course, and if so, on a pass-fail or 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 divisional requirement or to make up a deficiency.

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. Winter Study Projects are graded Pass, Perfunctory Pass, or Fail. All work for Winter Study Projects must be submitted by the last day of the Winter Study Program; work will be accepted after this date only with the permission of the Dean. Students who fail their Winter Study Project will be placed on Academic Probation by the Committee on Academic Standing and will be required to make up the deficiency in a manner determined by the Committee, usually by obtaining a grade of at least C minus in a summer school course approved in advance by the Dean or the Dean of Freshmen, or by taking a fifth graded course in a subsequent semester. Students who fail through gross neglect of work will normally be required to resign.

Grading System and Records

Williams uses the following system of grades: 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:

\[
\begin{align*}
A+ &= 12 \\
A  &= 11 \\
A- &= 10 \\
B+ &= 9 \\
B  &= 8 \\
B- &= 7 \\
C+ &= 6 \\
C  &= 5 \\
C- &= 4 \\
D+ &= 3 \\
D  &= 2 \\
D- &= 1 \\
E  &= 0
\end{align*}
\]

If the instructor in a course, with the approval of the department and the Committee on Educational Policy, has determined that conventional grading is inappropriate to that course’s ends, the instructor substitutes a “descriptive
Academic Standards and Regulations

grade” — a written evaluation of the student’s performance which becomes part of the student’s permanent record. If the course is completed satisfactorily, the notation “S” will appear on the transcript in lieu of a letter grade.

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 this official record forms the basis for any academic action by the College.

Provisions relating to student records, access to them and safeguards on their use are specified in the section of the Student Handbook which describes the “Family Educational Rights and Privacy Act of 1974,” also known as the “Buckley Amendment.”

Freshman Warnings

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 freshman and a notice will be sent to the parents or guardian of a freshman who receives two or more warning grades.

Admission to & Absence from Final Examinations, Extensions of Time, and Deficiencies

A student who does not have a passing grade in the classwork of a course at the end of class meetings may not be admitted to the final examination and will receive a grade of E-deficiency for the course.

Students will not be admitted to the final examination unless they have completed all other work in the course; in courses without examinations, all written work must also be submitted by the last day of classes. A student who has not submitted all work for any course by the last day of classes must apply to the Dean for an extension of time, which is normally granted only for circumstances beyond the student’s control. Where appropriate, a grade penalty is recommended for these extensions. No extensions will be granted beyond the date of the final examination or, in courses that have no final examination, beyond the end of the examination period except in cases of serious illness.

Only the Dean may grant extensions of deadlines beyond the last day of scheduled classes.

Students who have missed announced quizzes or hour tests must present a satisfactory explanation to the Dean before they are permitted to make up the examination. If a student is absent from a final examination, a make-up examination may be given only with the permission of the Dean and at a time determined by the Dean.

A student receives credit for a course by obtaining a grade as high as D\minus, based on both the daily work and the final examination. If the student fails to do this, he or she must make up the deficiency in one of these ways:

1) pass an extra graded semester course at Williams to make up the credit;
2) obtain a grade of at least C\minus in a summer school course, approved in advance by the Dean or the Dean of Freshmen, at an accredited college or university;
3) in case of a first semester failure in certain courses, obtain a grade of at least
4) in the case of a failure in the first semester of senior year, pass an extra graded course in the second semester to make up this deficiency. This does not apply, however, to a failure in the first semester of a required major course. In this case, the senior may be dropped from the College at midyear.

Deficiencies can only be made up by courses taken after the deficiencies have been incurred. 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.

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 or she 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 each semester
Pass or Perfunctory Pass on the Winter Study Project

For upperclassmen: Three grades of C minus or better each semester
Pass or Perfunctory 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) may 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. Applications for readmission should be submitted to the Dean for action by the Committee on Academic Standing. When required to resign, students must vacate their rooms promptly; financial aid students must also see the Director of Financial Aid before leaving, to discuss loan repayment and renewal of aid in the event of readmission.

Withdrawal from College in Good Standing

Students in good standing occasionally wish to withdraw from College for sound educational reasons. Students wishing to leave College should discuss their plans with the Dean or the Dean of Freshmen before departure; they must submit a letter requesting permission to withdraw, pay all College bills, and vacate their rooms promptly. Financial aid students must also see the Director of Financial Aid before leaving to discuss loan repayment and renewal of aid upon return.

No student may voluntarily withdraw from College in good academic standing.
Academic Standards and Regulations

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 or she is enrolled.

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

Refunds

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

- Room fee: no refund
- Board fee: pro rata
- Tuition:
  - Within first ten calendar days after classes begin: 85%
  - Eleventh through seventeenth calendar day: 70%
  - Eighteenth day through sixth week: 50%
  - After sixth week: no refund
- For first semester freshmen, sixth through seventh week: 40%

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

Refunds on the accounts of financial aid students take into consideration repayment of all or a portion of their financial aid. Repayment is first made to federal programs in the following order: National Direct Student Loan (NDSL), Basic Education Opportunity Grant (BEOG) and Supplemental Education Opportunity Grant (SEOG). Any balance reimburses other sources of aid in the following order: Williams scholarship, state grant, other scholarships, and family.

Repayment to federal programs is computed as follows:

$$\frac{\text{total federal aid (NDSL, BEOG, SEOG)}}{\text{total aid (all the above + all other)}} = X\%$$

This percentage times the total refund (as figured above under the refund policy) equals the minimum due the federal programs. The remainder is then distributed to the non-federal programs.

Eligibility for and Completion of Majors

To be eligible for any major, students 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 they may have taken in that department.

In addition to passing each major course and, where required, a major Winter Study Project, the student must maintain an average in the major 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 the required major course in the senior year may be dropped from the College at midyear. 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 or program.
A senior major exercise is not required by every department but is required by some. All departments setting such an exercise specify it as a requirement in the description of their major program in the "Courses of Instruction" section, and all students in those departments must complete the exercise satisfactorily.

Eligibility for Extracurricular Activities

A student is eligible to represent the College in any athletic, dramatic, literary, musical, student government, or other organization as a member, substitute, or officer, or to serve as a member of a student or Faculty-Student Committee, or as a class officer, unless he or she is made ineligible:

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

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

Dean's List

All students who have attained a semester average of 9.0 or higher in a four course program in the preceding semester, are placed on the Dean's List.

Phi Beta Kappa Society

Students of the highest academic standing are eligible for election to membership in the Phi Beta Kappa Society in accordance with the following rules:

1) The requirements for election to membership shall be a grade point average of 9.0 and a Pass in all required Winter Study Projects. There shall be two elections of new members for each Class, at the end of the junior and senior years.

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

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

4) Normally students shall not be eligible for election unless they have been students at 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.

5) A student who transfers credit to Williams College from another institution that has a chapter of Phi Beta Kappa or Sigma Xi shall have all grades count toward election to Phi Beta Kappa, provided that the candidate shall have maintained a 9.0 average in all courses taken at Williams College and a Pass in all required Williams Winter Study Projects.
Academic Standards and Regulations

6) 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.

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

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

9) 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 membership in the Society.

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

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

12) 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.

Awarding of Degrees

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 Business Office all College dues and other College charges, and have returned all books belonging to the Library. The right to a degree may, however, be forfeited by misconduct at any time previous to the conferring of the degree. No degree in absentia will be conferred except by special vote of the Trustees on petition presented to the Dean.

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 graduating class who have met the standards described below.

Students who have passed all Winter Study Projects and have obtained a four year average of:

- 9.0 to 9.7 — Bachelor of Arts cum laude
- 9.8 to 10.4 — Bachelor of Arts magna cum laude
- 10.5 or higher — Bachelor of Arts summa cum laude
ACADEMIC HONESTY

All students are expected to be familiar with the Williams College Honor Code and to reaffirm their commitment to the Statement of Academic Honesty by signing an Honor Code Pledge at the beginning of each academic year. The Honor Code covers all aspects of academic honesty, including the writing of papers and laboratory reports as well as all quizzes, hour tests, and examinations.

Statement of Academic Honesty

As an institution fundamentally concerned with the free exchange of ideas, 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 or her work and to abide by those regulations governing work stipulated by the instructor. Any student who breaks these regulations, misrepresents his or her 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 Honor System-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.

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.

Guidelines

Individual instructors submit to the Honor Committee a written statement defining how the Statement of Academic Honesty applies to their courses or laboratories. At the beginning of each semester, instructors distribute these statements of guidelines to students in each course so that the Williams College Honor Code will be fully understood by all. Instructors may set any type of final examination or hour test, ranging from closed-book, alternate-seating classroom exercises to open-book, "take home" examinations or papers, and any require-
Academic Honesty

ments for laboratory exercises. Some instructors encourage cooperation between students but others do not. It is the responsibility of each student to determine what conduct is appropriate in any course or laboratory; students uncertain about a particular situation should ask the instructor or a member of the Student Honor Committee. An open and highly individualized system can only last as long as both the students and the Faculty work together to create a true academic community.

In written material, students are expected to avoid the possibility of even unintentional plagiarism by acknowledging the sources of their work. Careful observance of accepted standards of reference and attribution is required. The basic rules are summarized below. Students are further advised to consult a recognized style manual to learn how to acknowledge sources correctly. While literary honesty does not demand a footnote on statements of common fact, it does require that a student provide clear footnotes or other appropriate documentation and give credit in the bibliography to ideas, interpretations, and facts that particular sources have contributed to the student’s final work.

1) A direct quotation (whether a single word or a phrase, sentence, paragraph, or series of paragraphs) must always be identified by quotation marks, by indenting and single spacing, or by reduced type size of the quoted material, and a note must be used to state the exact source.

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

3) 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 stating the source.

4) Every instance of the use of another student’s laboratory reports, computer programs, or other material must be acknowledged by a note.

5) Even the use of a student’s own previous work must be acknowledged; thus, a student must obtain the prior permission of all instructors concerned before submitting substantially the same paper in more than one course.

Procedures for Alleged Violations

As soon as possible after receiving a report of an alleged Honor Code violation, the Student Honor Committee will convene to hear the case. The person bringing the charge will present the evidence to the Committee in the presence of the accused student, who may then speak in his or her own defense without the accuser present. After the accused student has left the proceedings, the Committee will determine innocence or guilt and, if the latter, will recommend an appropriate penalty to the Dean. Depending on the circumstances of the violation, penalties then imposed by the Dean include such possibilities as a letter of censure, which may or may not become a part of the student’s permanent record, a directed grade of E in the course, or temporary or permanent separation from the College.
EXPENSES

Within the limits of available funds, Williams endeavors to offer its educational opportunities to all who qualify for admission. Income from its endowment and annual contributions from its alumni and friends have enabled Williams to keep its tuition at about half the actual cost per student to the College.

College Bills

College charges for tuition, room, board, and fees for the academic year 1980-81 are as follows:

- Tuition: $5950
- Room Fee (including telephone service): 1030
- Board: 1300
- Student Health Plan Insurance*: 126
- Student Activities Tax**: 66

Total: $8472

Other Expenses

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

- Books: 175
- Clothing: 525
- Laundry, cleaning
- Recreation, individual
- Room furnishings

Estimated year’s total, exclusive of travel expenses***: $9172

*Students are strongly urged to carry the Student Health Plan, a Blue Cross-Blue Shield policy offered through the College with excellent twelve-month coverage for medical and psychiatric illness not cared for by the Student Health Service.

**A student activities tax for support of non-athletic student organizations is charged to all undergraduates as part of the College term bill. It includes, for example, subscriptions to the College year book and newspaper, and admission to most drama productions and musical events on campus.

***Travel expenses are not included in figures listed above. The cost of two round-trip tickets is added into each successful financial aid candidate’s award.

Additional Items

A House Maintenance Tax of $40 per year is charged to upperclassmen as a part of the College term bill. It is used to provide a base for the social and cultural programs of each residential House and to meet any unusual maintenance expenses for the Houses. Freshman class dues of $5 are charged at the beginning of the year.

Late registration or enrollment entails a charge of $25.
Expenses

Payment of College Bills

A non-refundable deposit of $200 to reserve a place in the freshman class is required from all admitted candidates (except certain financial aid recipients) by the Candidate’s Reply Date of May 1. Every student continuing in the College is required to pay a similar deposit ($50 for students receiving financial aid) by June 1 to reserve a place for the following year; bills for this deposit are sent to parents in April and no refund will be made after July 15. For all students, the deposit appears as a credit on the term bill rendered in August.

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 at registration 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 described on page sixteen.

Financial Aid

Williams has a substantial financial aid program to promote the greatest possible diversity in the social and economic background of the student population. Students interested in financial aid policies and procedures should consult Williams College: An Introduction or the Director of Financial Aid.
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 another language may replace French. Many graduate schools require also a knowledge of Latin for students of English and Romance 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 and architecture are required by all. The equivalent of one year of college-level physics is also required by most architectural schools.

Entering freshmen who plan to become architects should elect Art 101-102. See course descriptions for prerequisites for Art 413, the architecture studio, in the senior year. Additional studio courses including advanced drawing and/or environmental design 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
Preparation for Graduate Study

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 graduate 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 prelaw 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 the 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
Preparation for Graduate Study

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. . . ."

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. 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 preseminarian 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 adviser in that field.
GRADUATE PROGRAMS AT WILLIAMS

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.

The program is specifically designed for young economists from developing countries who are already embarked on professional careers in public agencies. It includes required courses in development economics, international trade, public finance, statistics or econometrics, development planning, and project analysis. Center Fellows choose among research seminars in such fields as agricultural development, employment and income distribution, and political and administrative aspects of economic development, and carry out individual research studies in one of these fields.

Fellows are normally nominated by the public agencies from which they will be on leave. A candidate must have a B.A. or B.Sc. degree of good quality in Economics, have two or more years of relevant experience, have effective command of spoken and written English, and do preparatory work in the summer program at the Economics Institute, Boulder, Colorado, sponsored by the American Economic Association.

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 relating to the degree of Master of Arts in Development Economics should be addressed to the Admissions Officer, Department of Economics, Fernald House, 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 Master 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 students must take eight graduate seminars (usually two in each semester), and audit at least one course during the two years. In special circumstances credit may be given for graduate work satisfactorily completed elsewhere. A demonstra-
tion of proficiency in reading two foreign languages, usually German and French, is required. In addition to all course work students must pass a comprehensive oral examination by the end of the school year. The examination tests the students' knowledge of the particular fields studied in the graduate program and their ability to integrate this knowledge into the larger context of art history. In January of the first year students participate in a European study trip with a member of the faculty; in January of the second year, students write a research paper of substantial length, also on a pass-fail basis. To enter the program a successful applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution. An undergraduate art major is not required for acceptance to the program.

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

Other Masters 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 whose tuition and fees are remitted.

For detailed information concerning admission and the requirements for the degree, write to the Chairman of the Committee on Educational Policy, Williams College, Williamstown, Massachusetts 01267.
PRIZES AND FELLOWSHIPS

The names of persons to whom awards have been made in 1979-80 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 cash prize 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 and second cash 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, a cash prize is awarded annually, at the end of the 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, a cash prize is awarded annually to a sophomore or freshman who excels in Latin declaration or recitation.

Conant-Harrington Prize in Biology. A cash prize 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 cash prize is awarded annually on recommendation of the department of Romanic languages for excellence in Spanish.

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 for distinguished work in Greek studies.

Dwight Botanical Prize. From a fund created by the bequest of Nellie A. Dwight to establish a prize in memory of her father, Henry A. Dwight, 1829, a cash prize is awarded annually to the student who maintains the highest standing in botany or related area of study.

Gilbert W. Gabriel Memorial Award in Theatre. From a fund established in 1953 by a group of friends in memory of Gilbert W. Gabriel '12, a cash
Prizes and Fellowships

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, a cash prize is 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."

Thomas G. Hardie III '78 Memorial Award in Environmental Studies. Established in 1976 by friends and members of his family in memory of Thomas G. Hardie III '78. Awarded for the best student work in environmental studies judged in an annual competition. The prize consists of a certificate and publication of the work in the Tom Hardie Memorial Series.

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 Mears Prize in Chemistry. From a fund established by a member of the class of 1906, a cash prize 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 cash prize 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.

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. From the bequest of James Lathrop Rice for the encouragement of Latin and Greek scholarship, a cash prize is awarded to a junior or senior for distinguished work in Latin studies, and a similar prize is awarded for distinguished work in Greek.

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
Prizes and Fellowships

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 cash prize 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 theatre 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 cash prize is awarded annually to a senior 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.

Howard P. Stabler Prize in Physics. Established in 1977 by Lewis S. Somers, 3rd ’48, a cash prize is awarded "on the basis of demonstrated initiative, creativity, perseverance and achievement, as fostered and demanded, for example, by a successful undergraduate honors thesis. To so name and award the prize shows our gratitude and respect for the great success with which Howard Stabler guided so many thesis projects over many years and our conviction that such projects provide educational opportunities and vehicles for achievement which are well worth celebrating."

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 cash prize 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.

**Gaius C. Bolin, 1889 Essay Prize.** A cash prize established in memory of the first black graduate of Williams and prominent Poughkeepsie lawyer, for the best essay submitted by a Williams undergraduate in the field of Afro-American Studies.

**Comparative Literature Essay Prize.** A cash prize for the best essay submitted by a Williams undergraduate on any comparative topic involving two or more national literatures, to be judged by a committee appointed by the Comparative Literature Program.

**Henry Rutgers Conger Memorial Literary Prize.** From a fund established by members of the class of 1899, in memory of their classmate, Henry Rutgers Conger, a cash prize is awarded annually 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 cash prizes 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 a cash award or awards 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 203, 206. 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 and also a bronze medal, are given 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 major 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 cash prize is awarded for the best thesis or essay in the field of American history or institutions.
Prizes and Fellowships

The Benjamin B. Wainwright Award in English. A cash 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 major prize 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, an annual cash 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 Black Student Union. By May 1 of each year, the Williams Afro-American Studies Committee will make recommendation for our consideration."

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.

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 cash prize 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 cash prize, founded by Francis Henshaw Dewey, 1840, is 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 cash prize is awarded each year to encourage excellence in public speaking.

Van Vechten Prize. A cash prize 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.
Prizes and Fellowships

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 freshman member of the men's swimming team who exhibited high qualities of performance, leadership and sportsmanship.

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 cash prize 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.

CLASS OF 1925 SCHOLAR ATHLETE AWARD. Presented in 1977 by the Class of 1925. Awarded annually to that senior woman athlete whose commitment and excellence in athletics and scholarship are an inspiration to the Williams community. The recipient will have her name inscribed on a permanent trophy and receive a replica for her possession. The selection committee consists of the Dean, the Chairman of the Faculty Committee on Athletics, coaches of two women's teams or clubs named by the Director of Athletics, a woman student, preferably a member of the Faculty Committee on Athletics, and the Director of Athletics.

BRIAN DAWE AWARD. Presented to Williams College by the 1977 men's crew to show their appreciation to Brian Dawe for his efforts in building a crew at Williams. To be awarded annually to that oarsman who, in the opinion of his coaches, best combines those qualities necessary to achieve excellence in rowing.

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. Northrup '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.
Prizes and Fellowships

William E. Hoyt, Jr. '23 Memorial Award. Presented by the Alpha Delta Phi Class of 1960 in memory of William E. Hoyt, Jr. '23. Awarded annually to that senior male athlete 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.

Lady Williams Tennis Award. Presented in 1978 by members and former members of the Williams Women’s Tennis Team for the varsity player who best embodies the qualities of leadership, spirit, and sportsmanship which exemplify the traditions of women’s tennis at Williams College.

Men’s 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 Men’s Swimming Trophy. Presented in 1960 by Mr. and Mrs. George S. Dively, parents of Michael A. Dively '61. Awarded annually to the outstanding male varsity swimmer on the basis of performance, leadership, and sportsmanship.

Robert B. Muir Women’s Swimming Trophy. Presented in 1977 by Peggy and Sam Maples '44, a former Williams College swimmer. Awarded annually to the outstanding woman varsity swimmer on the basis of performance, leadership, and sportsmanship.

Andrew D. C. Oliver Intramural Sports Award. Established in 1980 by the Class of 1976 in honor of Andy, who gave loyal and dedicated service to the Williams intramural program, which embodies the ideals of sports for all students regardless of athletic skill or ability.

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 men’s 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 or sophomore woman member of the swimming team who best exemplifies the qualities of leadership, performance, and sportsmanship.
Prizes and Fellowships

**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 male 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 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.
Prizes and Fellowships

**Williams Alumnae Skiing Award.** This pewter pitcher was donated in 1976 by Deborah Marshall '74 and Carmany Heilman '76, leaders of the first Williams Women’s Ski Team. This award recognizes the woman who best embodies the values of sportsmanship traditionally held by woman skiers at Williams: leadership, competitiveness, and commitment to her team.

**Williams Women’s Lacrosse Award.** The Women’s Lacrosse Award was established in 1977 by the women’s lacrosse team in order to promote excellence in the sport. It is to be awarded each year to the person who, in the opinion of the team, has demonstrated excellence in all levels of women’s lacrosse — sportsmanship, skill, and team spirit.

**Williams Women’s Squash Award.** Established in 1980, for the most valuable player of the season as voted by the Squash Letter Award Winners.

**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.

**Young-Jay Hockey Trophy.** Presented by George C. 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.

**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 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 finances 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.
Prizes and Fellowships

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.

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 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.


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.

Dr. Herchel Smith Fellowships. Established in 1979 by Dr. Herchel Smith to enable two graduates of Williams College to pursue studies at Emmanuel College, Cambridge for the two years following graduation. One recipient is chosen from those who have majored in Greek, Latin, English, history, political science, philosophy, religion or economics; the other from those who have majored in mathematics or the natural sciences. One set of criteria includes general intellectual ability and attainment in the major field of study with special reference...
Prizes and Fellowships

to the promise of original and creative work, and character; the other set of criteria, leadership, scholastic attainment and physical vigor after the manner of selection of Rhodes Scholars.

Stephen H. Tyng and Stephen H. Tyng, Jr. Foundation Fellowship. 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.”
COURSES OF INSTRUCTIONS 1980-81

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.

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 1980-81.

REGISTRATION REMINDERS:
1. Freshmen may take no more than one course in a department each semester.
2a. Sophomores may take no more than two courses in a given department in the same semester and no more than three courses in a department during the full year.
b. A student may take no more than a total of five courses in any one department during the freshman and sophomore years.
c. Any exception to the above may be requested by a petition (goldenrod) to the Committee on Academic Standing filed at the time of registration.
3. Double majors must submit a petition to the C.A.S. with their registration for approval to undertake two majors.
4. Independent Study — a petition to the C.A.S. must be submitted at the time one registers for the course for presentation to the Committee before 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.
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.
8. When choosing a course listed in more than one department, students should specify which department designation they wish to have recorded.
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:

<table>
<thead>
<tr>
<th>Fifty-minute periods</th>
<th>Seventy-five minute periods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period</strong></td>
<td><strong>Meets</strong></td>
</tr>
<tr>
<td>A</td>
<td>8:00 a.m. MWF</td>
</tr>
<tr>
<td>B</td>
<td>9:00 a.m. MWF</td>
</tr>
<tr>
<td>C</td>
<td>10:00 a.m. MWF</td>
</tr>
<tr>
<td>D</td>
<td>11:00 a.m. MWF</td>
</tr>
<tr>
<td>E</td>
<td>12:00 noon MWF</td>
</tr>
<tr>
<td>RW</td>
<td>1:00 p.m. MWF</td>
</tr>
<tr>
<td>SW</td>
<td>2:30 p.m. MWF</td>
</tr>
<tr>
<td>TW</td>
<td>1:00 p.m. TWF</td>
</tr>
<tr>
<td>UW</td>
<td>2:30 p.m. TWF</td>
</tr>
<tr>
<td>X</td>
<td>1:00 p.m. W only</td>
</tr>
<tr>
<td>Y</td>
<td>2:00 p.m. W only</td>
</tr>
<tr>
<td>Z</td>
<td>3:00 p.m. W only</td>
</tr>
</tbody>
</table>
AFRO-AMERICAN STUDIES

Chairman, Assistant Professor Dennis C. Dickerson


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, culture and social life of Africans and their descendants in the Western Hemisphere.

All students enrolled as concentrators in the Afro-American Studies Program are expected to complete the following five courses including a culminating senior seminar.

The four elected courses must include at least two disciplines (History, Sociology, Literature, etc.) and two of the four electives must be in a single discipline. Students are encouraged to explore the variety of disciplines which comprise the program.

One course in Afro-American History:
History 261 Afro-American History through the Civil War (Not offered 1980-81.)
History 262 Afro-American History: Reconstruction to Present

One course in an African subject:
Anthropology 211 World Cultures: Africa
Art 286 African Art (Not offered 1980-81.)
Economics 212F Modernization and Change in Southern Africa (Not offered 1980-81.)
English 222/French 362 African Literature of English and French Expression
History 108 The Non-Western World in the Age of Imperialism
History 321 African History—1850 to 1945 (Not offered 1980-81.)
History 322 African History—1945 to the Present
History 370 Studies in the Comparative History of Slavery in the Americas

Two courses from the electives listed below:
English 220 Introduction to Afro-American Writing
English 355 Baldwin, Baraka, Reed
Sociology 205 The Sociology of Imprisonment
Sociology 206 Comparative Race and Ethnic Relations
Sociology 305 The African-American: A Sociological Perspective

And the culminating senior seminar:
Afro-American Studies 401 Afro-Americans in the Depression

HONORS PROGRAM IN AFRO-AMERICAN STUDIES

Candidates for honors in Afro-American Studies have the opportunity, through clustering courses and independent study, to focus more coherently and narrowly on a well-defined substantive topic or issue.

In addition to the courses required for concentration, students who are candidates for honors must:
1. Choose a problem or topic directly concerned with some aspect of the life and experiences of Africans or Afro-Americans.
2. Take one additional elective course and one Winter Study or Independent Study project, which are related to their chosen topic or problem.

Students wishing to be considered as candidates for honors should, upon completion of core course requirements, contact the chairman of the Program, indicating in writing their intention to be candidates and their proposed course of study. At that time the student will choose a faculty adviser; together, the student, the adviser and the Program chairman will

*On leave 1980-81
**On leave first semester 1980-81
Afro-American Studies, American Civilization

determine appropriate means of presenting and evaluating the student’s work (for example, a substantive paper, an oral presentation, etc.).

Upon completion of the student’s work, the faculty teaching in the Program along with the student’s faculty adviser will determine whether he or she should be recommended for the honors degree. Recommendation for the degree with honors in Afro-American Studies will be made on the basis of demonstrated imagination, independence, initiative and superior performance.

Recommended Elective Courses

Art 318 Environmental Planning and Design
Art 381S/History of Ideas 321S European Perceptions of the World Outside: Artistic, Literary, Philosophical, Scientific, 1500-1900
Economics 212F Modernization and Change in Southern Africa (Not offered 1980-81.)
Economics 216 Urban and Regional Economics
Economics 217S Environment, Energy and Resources
Economics 218 The Economics of Slavery and its Aftermath
Economics 371S Economic Justice (Not offered 1980-81.)
Economics 388 Welfare Economics
Philosophy 215 Philosophy of Law
Political Science 227 The Third World and the International System (Not offered 1980-81.)
Political Science 317 Environmental Law
Political Science 327 Resources in International Relations (Not offered 1980-81.)
Psychology 351 (formerly 254) Race Relations

Either

Political Science 219 The Supreme Court and the Constitution
or

Political Science 318 Civil Liberties in the United States (Not offered 1980-81.)

Students who elect these recommended elective courses and who complete a research paper for the course which deals with an Afro-American subject may petition the Committee for credit as an Afro-American Studies elective.

401 Afro-Americans in the Depression
Course content to be decided after consultation with instructor and concentrators.

Hour W

Dickerson

491-W-30, W-30-492 Senior Project
To be taken by candidates for honors in Afro-American Studies.

AMERICAN CIVILIZATION (Div. II)

Chairman, Professor Robert F. Dalzell, Jr.

Advisory Committee: Professors: Rudolph, Gifford, Dalzell, M. Bell. Assistant Professors: Margolis, Stewart*, Tracy.

FRESHMEN AND SOPHOMORES
Freshmen and sophomores interested in the American Civilization major are encouraged to take any of the courses listed under “ELECTIVES” below. Also, American Civilization 301 is open to sophomores, and to freshmen with Advanced Placement credit in American History. American Civilization 302 is open to sophomores and freshmen who have taken 301.

Normally, students entering the major in the junior year have already taken at least two elective or sequence courses. Such courses may be counted for credit in the major.

*On leave first semester 1980-81
NON-MAJORS

The 300 level American Civilization sequence courses, while designed primarily for majors and prospective majors, are open to non-majors, enrollments permitting. 400 level American Civilization courses are open only to senior majors and to senior non-majors with permission of the instructor.

MAJOR PROGRAM

The major in American Civilization is designed to provide 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 as electives. The core of the major, however, is a group of four interdisciplinary, required sequence courses. Together these offer an integrated series of perspectives on the totality of the American experience. The initial part of the program — American Civilization 301 and 302 — is a two semester survey, tracing certain dominant cultural themes from the colonial period to the present. One or both of these courses may be taken prior to the junior year. Then in American Civilization 401, in the first term of the senior year, the insights thus developed are tested through the exploration of a single decade. Finally, in 402, the focus shifts to contemporary American culture.

In addition to the four required sequence courses, majors will choose a minimum of seven courses from those listed under "ELECTIVES" below, one or more of which may have been taken prior to the junior year. Normally a student's choice of electives should be determined by the following general guidelines: 1) at least two courses from group A, 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. Some students may wish to develop individual programs of electives around particular themes or interests (the city, the arts, ethnic groups, for example). To accommodate such a course of study, (1) exceptions will be made in the elective distribution guidelines given above 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.

Advanced Placement credit in appropriate areas may be used to satisfy elective requirements in the major.

SUMMARY OF MAJOR REQUIREMENTS

Required Sequence Courses

American Civilization 301
American Civilization 302
American Civilization 401
American Civilization 402

(Members of the classes of 1981 and 1982 majoring in American Civilization who took American Civilization 301 prior to 1979-80 ought not to take American Civilization 302. Such students should consult with the Chairman of the Program to select one of several other possible ways of satisfying the sequence requirements in the major.)

Elective Courses

A total of seven courses chosen from groups A, B, C and D below.

THE DEGREE WITH HONORS IN AMERICAN CIVILIZATION

A student wishing to be a candidate for the degree with honors in American Civilization will have undertaken an original project culminating usually in the preparation of a senior essay (American Civilization 491-492 plus WSP), although the project may take some other form (photography, film, fiction, drawing, etc.). In all cases, evaluations of student performance will be based on the quality of imagination and degree of commitment shown.

Students undertaking senior projects are required to take only five electives in the major. Thus, the total number of courses taken in the major, including 491 and 492, must be eleven plus WSP in the senior year.

Majors considering the honors route should, before course registration in the spring term of their junior year, consult with the Program Director of Honors. (For the 1980-81 academic year the Director is Michael Bell.)
American Civilization

AMERICAN CIVILIZATION AND OTHER PROGRAMS
It is usually quite possible to design an American Civilization major in coordination with one of the other programs offered by the College. Courses taken for credit in the Afro-American, Area Studies and Environmental Studies Programs may, where applicable, count for credit in American Civilization.

STUDY AWAY FROM WILLIAMS
A major in American Civilization can also be combined with study away from Williams. Time spent abroad is often particularly useful for the altered perspective it brings to an understanding of one’s own culture. When appropriate, courses taken in such programs can be used to satisfy elective requirements in the major.

Students thinking of spending all or part of junior year away should plan to take American Civilization 301 and 302 before the end of sophomore year. Those planning to be away the first term of senior year may take American Civilization 401 as juniors.

Interested students should consult with the Chairman of the Program as early as possible.

AMERICAN CIVILIZATION COURSES

301 American Lives and the Search for Community: Colonial to Civil War
The aim of the course is to develop the student’s ability both to interpret imaginatively various kinds of cultural evidence and to recognize certain recurring themes in the American experience. Readings will be structured around a core of selected autobiographies, including works by William Bradford, Benjamin Franklin, Lucy Larcom, Frederick Douglass, and Mary Chesnut. These will be supplemented with the study of specific communities and examples of material culture, involving museum sessions and field trips to Historic Deerfield and Hancock Shaker Village.

Sophomore and junior course. Open also to freshmen with Advanced Placement credit in American History.

Hours M, T, D

Dalzell, Gifford, Tracy

302 American Lives and the Search for Community: Civil War to 1960
A continuation of American Civilization 301. Autobiographies to be studied will include works by Henry Adams, Andrew Carnegie, Jane Addams, Richard Wright, James Agee and Walker Evans, and Martin Luther King, Jr. These will be supplemented with studies of working-class sub-communities and middle-class suburbs, using visits to relevant Williams-town settings, as well as with examples of popular culture, including movies and music.

Sophomore and junior course. Open also to freshmen with Advanced Placement credit in American History. Prerequisite, American Civilization 301.

Hours M, P

Bell, Rudolph

351 (formerly 401) Women, Womanhood and Reform: The Nineteenth Century American Experience (Same as History 351)
An interdisciplinary examination of competing definitions of woman’s “proper sphere” formulated in response to the social, economic and political pressures of nineteenth century American life. In the first half of the course, special attention will be paid to the complex interplay between the emerging cult of domesticity and patterns of participation by women in selected reform movements, including abolitionism and women’s rights. The second half of the course will focus on attitudes towards marriage, sexuality, prostitution and birth control, especially as those attitudes impinged on women’s treatment by and entry into the medical profession. A wide variety of sources will be read: biography and autobiography, advice manuals, studies of key reform organizations, and recent attempts by social historians to reconstruct the daily experience of “anonymous” women. Students will also confront the methodological problems posed by women’s history through researching and writing an appropriate project of their own design.

Group A elective. Enrollment limited. Preference to American Civilization and History majors.

Hour W

Margolis
352 Art and American Society in the Twentieth Century (Same as Art 372)
Since the beginning of this century art has become interdisciplinary, dissolving its traditional boundaries. The course will explore this new development, as influenced by music, performance and other fields. Among the topics to be considered: art and politics, Afro-American art, feminist art, low-brow versus high-brow and kitsch versus tastes. The focus will be on artists’ interactions with the larger society, rather than on works of art per se. Assignments will include several films and at least two field trips to New York City.

Group C elective. Enrollment limited. Preference to American Civilization and Art majors.

Hour

358 Literary Vocation and Social Identity in America (Same as English 358) (Not offered 1980-81; to be offered 1981-82.)
An interdisciplinary approach to 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. Readings will be drawn from works of literature, letters, memoirs and biographies, as well as from works of psychology, sociology, and intellectual and literary history. Authors will include Irving, Hawthorne, Stowe, James, Chopin, Hemingway and Mailer.


397, 398 Independent Study

401 (formerly 403) From Camelot to Watergate: American Society in Crisis
An interdisciplinary study in cultural and counter-cultural interaction. The course will examine the prolonged crisis of legitimacy in American society from 1961 to 1974, while attempting to provide a sense of the nation’s experience as a whole during that period. In particular, it will focus on the era’s major social, political and cultural movements — the civil rights, anti-war, student and counter-cultural movements — and on dominant institutional and popular responses to those upheavals. A variety of documentary, literary, sociological and political materials will be used.
Major Sequence Course. Open only to senior majors and to senior non-majors with permission of the instructor.

Hours

402 Studies in Contemporary America
An exploration of selected current developments in American culture, focusing on changing human, social and political relationships. Designed to give students the opportunity to integrate methods, insights and interests previously developed in the major.
Major sequence course. Open only to senior majors and to senior non-majors with permission of the instructor.

Hours

491-W30-492 Senior Project

ELECTIVE COURSES
Five courses chosen from electives listed below, with regard for general distribution guidelines.
A. American Civilization/History 351 Women, Womanhood and Reform: The Nineteenth Century American Experience
American Maritime 201 American Maritime History
History 103 The Roots of Modern America
History 210 Colonial and Revolutionary America: 1607-1789
### American Civilization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 211</td>
<td>The New American Nation: Politics and Culture from 1800 through Reconstruction</td>
</tr>
<tr>
<td>History 214</td>
<td>Modern America: 1920 to the Present</td>
</tr>
<tr>
<td>History 261</td>
<td>Afro-American History through the Civil War (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History 262</td>
<td>Afro-American History: Reconstruction to Present</td>
</tr>
<tr>
<td>History 303</td>
<td>American Labor History (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History 310</td>
<td>Family and Community in Early America (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History 311S</td>
<td>History of the Old South (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History 313S</td>
<td>The Rise of American Business</td>
</tr>
<tr>
<td>History 316</td>
<td>American Social Thought Since the Civil War</td>
</tr>
<tr>
<td>History 317S</td>
<td>American Character and Culture (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History 319</td>
<td>History of Williams College</td>
</tr>
<tr>
<td>History 334</td>
<td>The Diplomacy of the United States as a World Power, 1900 to the Present</td>
</tr>
<tr>
<td>History 345S</td>
<td>Man and Nature in America (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History 349</td>
<td>Post-War America, 1945 to the Present</td>
</tr>
<tr>
<td>History 356F</td>
<td>Studies in the History of American Education</td>
</tr>
<tr>
<td>History 357</td>
<td>The Diplomacy of the Cold War, 1945-1963 (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History 360</td>
<td>The Era of Reconstruction, The “New South” (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History 362</td>
<td>The American Revolution</td>
</tr>
<tr>
<td>History 370</td>
<td>Studies in the Comparative History of Slavery in the Americas</td>
</tr>
<tr>
<td>History 371</td>
<td>The Diplomacy of the United States Towards Nationalist and Communist China, 1925-1979 (Not offered 1980-81.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Civilization/English 358</td>
<td>Literary Vocation and Social Identity in America (Not offered 1980-81.)</td>
</tr>
<tr>
<td>American Maritime 231</td>
<td>American Maritime Literature</td>
</tr>
<tr>
<td>English 207</td>
<td>Literature of the American Renaissance</td>
</tr>
<tr>
<td>English 208</td>
<td>American Literature from the Civil War to World War I</td>
</tr>
<tr>
<td>English 212</td>
<td>Southern Gothic</td>
</tr>
<tr>
<td>English 220</td>
<td>Introduction to Afro-American writing</td>
</tr>
<tr>
<td>English 354</td>
<td>Contemporary American Poetry</td>
</tr>
<tr>
<td>English 355</td>
<td>Baldwin, Baraka, Reed</td>
</tr>
<tr>
<td>English 357</td>
<td>American Fiction from World War I to the Present</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 201</td>
<td>American Landscape History</td>
</tr>
<tr>
<td>Art 202</td>
<td>The Garden in History</td>
</tr>
<tr>
<td>Art 261</td>
<td>American Art, 1600-1860 (Not offered 1980-81.)</td>
</tr>
<tr>
<td>Art 262</td>
<td>American Art, 1860-1970</td>
</tr>
<tr>
<td>Art 272</td>
<td>Twentieth Century Architecture (Not offered 1980-81.)</td>
</tr>
<tr>
<td>Art 277</td>
<td>History of Photography (Not offered 1980-81.)</td>
</tr>
<tr>
<td>Art 304/Environmental Studies 320</td>
<td>American Transport History</td>
</tr>
<tr>
<td>Art 318</td>
<td>Environmental Planning and Design</td>
</tr>
<tr>
<td>Art 373</td>
<td>Twentieth Century Sculpture</td>
</tr>
<tr>
<td>Art 471 (formerly 377)</td>
<td>Art of the Fifties, Sixties and Seventies</td>
</tr>
<tr>
<td>History of Science 224</td>
<td>Scientific Origins of the Modern World View (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History of Science 240</td>
<td>Science and Technology in American Life</td>
</tr>
<tr>
<td>History of Science 303</td>
<td>The Role of Science in Advanced Industrial Societies (Not offered 1980-81.)</td>
</tr>
<tr>
<td>History of Science 305</td>
<td>Technology and Culture (Not offered 1980-81.)</td>
</tr>
<tr>
<td>Music 114F</td>
<td>American Music</td>
</tr>
<tr>
<td>Philosophy 208</td>
<td>American Philosophy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 216</td>
<td>Urban and Regional Economics</td>
</tr>
<tr>
<td>Economics 217S</td>
<td>Environment, Energy and Resources</td>
</tr>
<tr>
<td>Economics 218</td>
<td>The Economics of Slavery and its Aftermath</td>
</tr>
<tr>
<td>Economics 220</td>
<td>Economic History of the United States (Not offered 1980-81.)</td>
</tr>
</tbody>
</table>
AMERICAN MARITIME STUDIES

Staff: GEORGE R. CREEGER (Wesleyan University); STUART L. FRANK (Brown University); WENDY I. WILTSE (Mystic Seaport and Williams College).

Williams College sponsors a one-semester program in American Maritime Studies in cooperation with Mystic Seaport, Mystic, Connecticut, where the courses are taught. Students enroll for either the fall or the spring semester and take four of five courses offered. They live in cooperative houses owned by the Seaport. Students interested in applying may obtain further information through the Dean's Office.

201, 201S American Maritime History

The history of America's relationship to the sea from the age of discovery through the heyday of merchant sail to the triumph of steam. Shipbuilding, whaling, the fisheries, coastal commerce and the relationship between trade and foreign policy are among the special topics studied. Lectures and discussions.

211, 211S Physical Oceanography

An introduction to the physical and chemical processes operating within the ocean. Discussion will include shallow and deep ocean currents, tides and waves, the structure of the ocean basins, and the distribution of marine sediments. Lectures, laboratory demonstrations and several on-the-water and other research trips.
American Maritime Studies, Anthropology

221, 221S  Marine Ecology
The ecologic factors affecting marine organisms and the resultant adaptations among the plants and animals. The ecology of marine communities including: the open ocean and abyssal depths, rocky shores, beaches, estuaries, coastal salt marshes and coral reefs. There will be considerable field experience in the nearshore environment. Students will gain an understanding of the manner in which man’s uses of the sea and coast affect the marine ecosystem. Lectures, laboratory and several on-the-water oceanographic trips. Prerequisite, oceanography or introductory biology. WILTSE

231, 231S  American Maritime Literature
A study of the causes and consequences of the adoption of the American maritime experience as a literary topic in the nineteenth century, with emphasis on the writings of Cooper, Poe, Dana and Melville. Lectures and discussions. First semester: CREEGER Second semester: FRANK

301, 301S  Marine Policy
A seminar studying some of the principal ways in which man uses the sea and the policy questions that arise there from. Fisheries, aquaculture, shipping, oil-drilling and recreation are among the activities examined. Problems relating to admiralty law, coastal zone management and the law of the sea are also considered. Guest lecturers, discussions, field trips and a research paper. LABAREE

ANTHROPOLOGY (Div. II)
Department of Anthropology and Sociology
Departmental Staff for 1980-81

Chairman, Professor ROBERT W. FRIEDRICH

Assistant Professors: M. F. BROWN, FEELEY-HARNIK. Lecturer and Director of Research in Prehistoric Archaeology: WEST. Post-doctoral Fellow: SIU.

The Anthropology program provides students with an opportunity to develop an understanding of human diversity and similarity through the comparative study of culture and society, past and present. The courses offered in Anthropology are intended to introduce students to the beliefs and practices of specific peoples and to the methodology and theory with which anthropologists have sought to understand them.

Although there is presently no major in Anthropology, students may major in a related field and concentrate electives in Anthropology. Those interested in socio-cultural anthropology might consider a major in Sociology, Psychology, Economics, American Civilization, Philosophy, Political Science, Political Economy, Religion or History. Students interested in physical anthropology might consider a major in Biology, with electives in Geology and Chemistry as well as Anthropology.

Students are encouraged to consult with departmental staff in constructing a program best suited to their own interests and to the focus of their major. 100 level courses in Anthropology are designed to provide an introduction to the major areas of the discipline; 200 level courses focus on geographical areas and on selected aspects of socio-cultural organization; 300 level courses concentrate on more specific problems in anthropological method and theory.

To be considered for honors in Anthropology a student must demonstrate both a high level of competence in at least one sub-area of the discipline (socio-cultural anthropology, prehistory, geological anthropology or linguistics) and the ability to do independent research in the form of a senior thesis. The thesis will constitute two courses plus a winter study. By the middle of the Spring semester of the junior year a student wishing to write a thesis must have: (1) a written statement of sponsorship by the supervising faculty member; and (2) a thesis proposal, supported by sufficient course background, which has been accepted by the
Anthropology staff in consultation with the major department. Thesis topics and preparatory courses may involve other disciplines. The award of honors in Anthropology will depend on the quality of the thesis and related coursework.

101, 101S The Scope of Anthropology
An examination of human behavior in cross-cultural perspective, covering the broad range of topics included in the field of cultural anthropology: human ecology, language, ritual and belief, kinship, economics, political organization and law. Stress will be placed on the theoretical, methodological and ethical issues involved in the study of the “other” and the ways in which this ancient and universal preoccupation with the other has been thought to illuminate the self and society. Examples will be drawn from both western and non-western cultures.
Requirements, a midterm exam and a final exam.

102 Human Evolution
An introduction to the fossil and archaeological evidence for human origins, emphasizing the interrelationship of biological, cultural and social organization. Diverse and often conflicting theories have been devised to account for our past. These will be examined in the light of philosophical and cultural ideas concerning human nature, time and change.
Requirements, a midterm and a final exam.
No prerequisite.

201 The Study of Prehistory (Same as Art 205)
An examination of the analytical techniques employed in the reconstruction of man’s unrecorded past. By providing the student access to archaeological collections made in the American subarctic and using these as constant reference points, the course aims at a practical introduction to modern archaeological methodology and theory.
Prerequisite, permission of the instructor.

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

[207S North American Indians (Not offered 1980-81; to be offered 1981-82.)
A comparative study of several tribes from both pre- and post-contact with Europeans. Variations in ecological adaptation, social organization, ritual and world view of the Kwakiutl, Cheyenne, Crow, Blackfeet, Tewa and Hopi are treated in depth. Special attention is given to differential reactions to European contact and to the effects of social structure on personality structure. The psychodynamic approach to personality will be assessed in light of the North American material.
No prerequisite.
Requirements, midterm paper on assigned topic (5-10 pages) and final paper on topic of choice (10-15 pages.)

[209 Human Ecology (Not offered 1980-81; to be offered 1981-82.)
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 prehistoric as well as contemporary societies.
No prerequisite.
Anthropology

211 World Cultures: Africa
The richness and diversity of African culture has had a tremendous impact on anthropological theories concerning the nature of human behavior. This course will examine several African societies, emphasizing their contribution to our understanding of such issues as the symbolism of power, the categorization of experience, witchcraft and divination, the matrilineal puzzle, art in society, colonialism, rebellion and revolution, Christianity and nationalism and the politics of oral and written history.
Requirements, a midterm examination and a final paper.

Feeley-Harnik

[213 Peoples of Southeast Asia (Not offered 1980-81; to be offered 1981-82.)
A survey of the indigenous and immigrant peoples and cultures of mainland and island Southeast Asia, with particular attention to Burma, Thailand, Vietnam, Malaysia, Java, Bali, Borneo, Singapore and the Philippines. The political, religious, economic and social diversity of the region will be approached from the comparative viewpoint of anthropology. Classic ethnographies of Southeast Asian peoples will be discussed in terms of their contribution to anthropological theory.
Prerequisite, Anthropology 101 or permission of the instructor.

Feeley-Harnik

214 Sociolinguistics (Same as Sociology 221S)
The study of language in relation to culture and social organization. The focus of the course will be on the patterns and functions of diverse ways of speaking within individual communities and on the contribution of sociolinguistics to theories of language. Among the topics to be considered are: language in relation to belief, speech and social structure, male and female speech, Black English, the political use of language, sacred and abusive speech, literacy and silence.
Requirements, a midterm and a final exam.
No prerequisite.

Feeley-Harnik

[215 Family and Kinship (Same as Sociology 219) (Not offered 1980-81; to be offered 1981-82.)
The course will consider the wide range of kinship systems and family organization around the world and the various ways in which anthropologists have sought to conceptualize them. Particular emphasis will be given to the biology of kinship; ritual kinship; incest; the relationship of kinship systems to demography and ecology; marriage, residence and descent; the relationship of kinship to other aspects of social life; kinship and complex social organization; the sociology and cosmology of the language of kinship; and method and theory in the anthropological study of kinship.
Prerequisite, Anthropology 101 or permission of the instructor.

Feeley-Harnik

216 Native Peoples of South America
A survey of the indigenous peoples of South America from the Spanish Conquest until the present. The course will focus on native systems of economics, social and political organization, art, religion and philosophy. Emphasis will be given to the manner in which these systems have sustained themselves and changed in the Post-Columbian era.
Prerequisite, Anthropology 101 or 217 or permission of the instructor.

M. F. Brown

[217 High Civilizations of the New World (Same as Art 289) (Not offered 1980-81; to be offered 1981-82.)
A survey of the Pre-Columbian civilizations of ancient Mexico and Central America (Olmec, Maya, Aztec) and the South American Andes (Pre-Inca, Inca) from their genesis
Anthropology

until the Spanish Conquest. The archaeological record will be reviewed for evidence of ancient economic, religious and ideational systems, architectural and artistic forms, and the development of urbanism, the state and empire.
No prerequisite.

Hour

[218 Anthropology of Religion (Same as Religion 220 and Sociology 220) (Not offered 1980-81; to be offered 1981-82.)

Religious beliefs and practices will be approached from a comparative point of view as socio-cultural phenomena involved in cognition, communication and the manipulation or alteration of experience. One of the primary aims of the course will be to explore the ways in which anthropologists have conceived of the relationship between ritual and cosmology so as to account for the gratification of belief. Attention will also be given to the problems of “rationality,” order and control raised by such phenomena as witchcraft, sorcery, divination and magic. In addition to the work of early theorists like Durkheim and Robertson Smith, the course will include works by contemporary anthropologists such as Evans-Pritchard, Middleton, Turner and Leach, who have studied religion in other cultures.
Prerequisite, Anthropology 101 or Religion 101.

Hour

Feeley-Harnik]

219 Ethnobotany

An introduction to the study of the interdependence of people and plants, focusing upon three topics: a) the transformation of human life resulting from the domestication of plants by prehistoric peoples; b) the systems of plant cultivation used by contemporary societies in various parts of the world; and c) the use of plants as medicines and intoxicants. Strong emphasis will be placed on the part that the botanical world plays in the religious and intellectual life of people in diverse cultures. Some knowledge of anthropology or botany is suggested but not required.

Hour O

M. F. Brown

220 Medical Anthropology

Medical practices everywhere are a reflection of the cultural values and beliefs of the societies in which they are found. This course will compare the ideology and social relations of medical care in a variety of non-western and western societies. Topics will include: cultural definitions of the human body in life and death, aging, sickness and health; the impact of disease on society; variations in healing practices and practitioners; curative substances and devices; and health care in pluralistic societies.

No prerequisite.
Requirements, a midterm paper on an assigned topic (10-12 pages) and a final paper on a topic of one’s choice (20-25 pages).

Hour T

M. F. Brown

221 Modern China: Culture and Society in Transition (Same as Sociology 217)

An analysis of major factors contributing to institutional change in China from the mid-nineteenth century to the present. Emphasis will be placed upon foreign penetration, shifts in urban-rural relationships, economic crises, pre-revolutionary peasant rebellions, and the directed ideological and social changes under the present socialist system.

No prerequisite. General knowledge of China recommended.

Hour D

Siu

309 The Anthropology of Work (Same as Sociology 309)

An examination of work in cross-cultural perspective. Topics will include an historical survey of approaches to the subject of work in anthropology and sociology; analyses of the ideology, organization and practice of work in a variety of western and nonwestern contexts, ranging from egalitarian societies to states with slave labor, from utopian communities
Anthropology, Area Studies

and colonial settlements to the industrial and bureaucratic organizations of complex soci­
eties; the association of labor and technology; the relationship between work and political,
religious and domestic life; the sexual division of labor.

Hour N

310 Economic Development and Institutional Change in Contemporary China (Same as Sociology 312)
An overview of the strategies for economic development envisaged by the leadership of
The People’s Republic of China. Emphasis will be placed upon the socialization of agricul­
ture, the development of smallscale rural industry, the organization of labor and incentive
systems, the impact of ideological debates and links with other economic systems through­
out the world. China’s economic policies and experience will be compared with other
developing economies, followed by an assessment of the degree to which those policies
reflect features unique to Chinese history and/or were due to the socialist vision of its
leaders.
No prerequisite, though Anthropology 221/Sociology 217 and/or general knowledge of con­
temporary China and Marxist perspectives are highly recommended.

Hour D

312 Comparative Urbanization (Not offered 1980-81; to be offered 1981-82.)
Cross cultural analysis of demographic, structural and psychological dimensions of urban
growth and development will be made through examination of selected case studies from
India, Africa, Japan and Latin America.
Prerequisite, Anthropology 101 or permission of the instructor.

Hour

313 Problems in Cultural Anthropology (Not offered 1980-81; to be of­

ered 1981-82.)
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 anthro­
pology as well as with respect to their current status in the discipline.
Sophomore and junior course. Prerequisite, Anthropology 101.
Hour

493-W31-494 Senior Thesis

497, 498 Independent Study

AREA STUDIES

Chairman, Professor Peter K. Frost

Advisory Committee: Professors: Chang, Fersen*, Frost. Assistant Professors: Bell-

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.

*On sabbatical leave second semester 1980-81
**On leave first semester 1980-81
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.

201-202 Critical Languages

Arabic, Chinese, Hebrew, Japanese and Swahili language programs are now available for students with proven capability for independent work. Students will be expected to work with a standard language textbook, to spend roughly 10-12 hours per week with individual cassette tapes provided by the college, and to attend three hours of drill, with trained speakers, per week. Final grades will be determined through midterm and final examinations given by language specialists from various universities.

Because the offering of any particular language depends upon the availability of tutors and tapes, students interested in this program must consult with the Co-ordinator during spring registration. Final approval by the Area Studies Committee will be required. Enrollment limited.

Co-ordinator: Frost

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.

Economics 204 Economic Development
Economics 364 Problems of Developing Countries (Not offered 1980-81.)
Political Science 227 The Third World and the International System (Not offered 1980-81.)
Political Science 304 Comparative Political Analysis

LATIN AMERICA

Anthropology 216 Native Peoples of Latin America
Economics 224 Latin America: Conflict and Change
Political Science 249 Latin American Politics (Not offered 1980-81.)
Spanish 103-104 Intermediate Spanish
Spanish 105 Advanced Composition and Conversation
Spanish 106 Advanced Composition and Conversation
Spanish 112 Latin American Civilization Conducted in Spanish (Not offered 1980-81.)
Spanish 203 Major Latin American Authors: 1880 to the Present Conducted in Spanish (Not offered 1980-81.)
Spanish 204 Modern Hispanic Poetry Conducted in Spanish
Spanish 205S The Latin American Novel in Translation
Spanish 402 Studies in Modern Latin American Literature

AFRICA AND THE MIDDLE EAST

Anthropology 211 World Cultures: Africa
Art 286 African Art (Not offered 1980-81.)
Art/Classics 322 The Ancient Near East (Not offered 1980-81.)
Economics 212F Modernization and Change in Southern Africa (Not offered 1980-81.)
English 222/French 362 African Literature of English and French Expression
English 355 Baldwin, Baraka, Reed
History 219 (formerly 321) African History: Cultural Change in the Pre-Colonial Era (Not offered 1980-81.)
History 220 (formerly 322) African History: The Colonial Period and Independence
### Area Studies

- **History of Ideas 321S/Art 381S**  European Perceptions of the World Outside: Artistic, Literary, Philosophical, Scientific, 1500-1900
- **Political Science 229** (formerly 247)  International Politics of the Middle East
- **Political Science 347S**  Domestic Politics of the Middle East (Not offered 1980-81.)
- **Religion 217**  İslâm (Not offered 1980-81.)

### RUSSIA AND EASTERN EUROPE

- **Economics 221S**  Soviet Economic Experience (Not offered 1980-81.)
- **Economics 316**  Marxian Economics
- **History 337**  Russian History to 1855
- **History 338**  Russian History, 1855-1964
- **History 402**  Studies in Comparative History: Marxism in the Non-Western World
- **Political Science 246**  Soviet Government and Problems of Political Change in Communist Systems
- **Political Science 344**  Politics and the State under Socialism (Not offered 1980-81.)
- **Political Science 348**  Selected Topics in Soviet Politics
- **Political Science 402F**  Seminar in International Relations
- **Russian 106**  Introduction to Russian Literature
- **Russian 123**  Intensive Intermediate Russian
- **Russian 201**  Nineteenth Century Prose (Not offered 1980-81.)
- **Russian 202**  Twentieth Century Prose
- **Russian 203**  Russian Civilization
- **Russian 204F**  The Soul of Russia *Conducted in English* (Not offered 1980-81.)
- **Russian 206F**  The Dissident Voices *Conducted in English* (Not offered 1980-81.)
- **Russian 300F**  Early Russian Literature (Not offered 1980-81.)
- **Russian 301**  Russian Classics in Translation (Not offered 1980-81.)
- **Russian 302**  Soviet Literature in Translation (Not offered 1980-81.)
- **Russian 303**  Tolstoy in Translation (Not offered 1980-81.)
- **Russian 307S**  Dostoevsky in Translation (Not offered 1980-81.)
- **Russian/Theatre 312**  Chekhov and the Drama (Not offered 1980-81.)

### SOUTH AND EAST ASIA

- **Anthropology 221/Sociology 217**  Modern China: Culture and Society in Transition
- **Anthropology 310/Sociology 312**  Economic Development and Institutional Change in Contemporary China
- **Art 281**  The Arts of India
- **Art 282**  The Painting of India
- **Art 283**  The Paintings of China
- **Art 484**  Chinese Painting: Yuan and Ming Dynasties (Not offered 1980-81.)
- **History 200**  Vietnam
- **History 201**  Chinese Civilization
- **History 253**  Modern Japan (Not offered 1980-81.)
- **History 330**  The Chinese Communist Regime (Not offered 1980-81.)
- **History 365**  Contemporary Asia (Not offered 1980-81.)
- **History 371**  The Diplomacy of the United States Towards Nationalist and Communist China, 1925-1979 (Not offered 1980-81.)
- **Political Science 248**  The Far East (Not offered 1980-81.)
- **Religion 207**  Foundations of Hinduism
- **Religion 208**  Foundations of Buddhism
- **Religion 209**  The Sage, the Way and Zen
- **Religion 226**  Mysticism East and West
ART (Div. I)
Departmental Staff for 1980-81

Chairman, Professor EUGENE J. JOHNSON*
Chairman, MILO C. BEACH**


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
- One semester of Basic Design or the equivalent as agreed to by the Department
- Art 301 Fundamentals of Art History
- One Seminar or Graduate Course

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

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 two different media, but not Art 318
- One of the three 400 level courses to be followed by Art 418 Studio Seminar

Pre-Architecture: Art 413 Advanced Studio Architecture and one of the following courses:
- Art 318 Environmental Planning and Design
- Art 319 Advanced Drawing
- Art 418 Studio Seminar

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 artists' 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

*On sabbatical leave second semester 1980-81
**Second semester 1980-81
***First semester 1980-81
****On leave first semester 1980-81
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 semester of Basic 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.

**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 212, which serve as an introduction to basic design principles and contemporary methodology and critical analysis. Freshmen may elect Art 211 and 212. The 300 and 400 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 418, in which individual students work closely with members of the department on individual projects. Studio Route majors seriously considering architecture will complete their major programs with Art 413, the Architectural Design Seminar and Art 319 Advanced Drawing or Art 318 Environmental Planning and Design or Art 418 Studio Seminar.

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 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 choose to be candidates for the degree with honors must select one of the following routes. The completion of these requirements, however, will not guarantee a degree with honors. In all cases, a student’s work will be judged by at least two members of the department.

**Art Studio:**

In order to be candidates for the degree with Honors in Art Studio, students will be nominated by the department in the middle of the first semester of their senior year to participate in a program of independent work in the WSP and the second semester. This program will culminate in a project presentation agreed upon by the student and his or her sponsor. The principal criteria for nominating a student for Honors candidacy will be mastery of fundamental materials and skills, ability to pursue independent work successfully and outstanding achievement of a creative nature.

**Art History:**

Students must choose one of the following three options:

1. Concentration in the major: two courses in one of the periods or disciplines described below, to be followed by an independent study course and a WSP 99 in the senior year. Fields of concentration include Ancient art, Medieval art, Oriental art, Renaissance art, Baroque art, American art, nineteenth and twentieth century art, the History of Architecture and others that may seem appropriate to the student and the department.

2. Interdisciplinary option: two courses offered by other departments or programs to be followed by an independent study course and a WSP 99 in the senior year. The possible areas of interdisciplinary study are unlimited and could include all departments and programs.
n.b. Options 1 and 2 must be determined by honors candidates and their sponsors by the middle of the fall semester of the student's senior year. Students will be officially admitted to honors candidacy only after a review of their work by the entire department.

3. Thesis. The thesis topic and sponsor must be determined by the end of the spring semester of junior year and the research and writing of the thesis will be carried out during both semesters and WSP of senior year. (Students electing to write a thesis should register for Art 493-W-494.)

Under very unusual circumstances, the department may accept other routes toward the degree with honors, but such programs must be approved by the department by the middle of the first semester of the senior year.

ART HISTORY COURSES

101-102 Introduction to the History of Art

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.

Hours B, E

Stoddard, Filipczak

Assisted by other Members of the Department

201 American Landscape History

A survey course stressing the description and 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.

Hour C Conferences: A, B, D Fri.

Satterthwaite

202 The Garden in History

The pleasure garden as form and symbol in some of the major cultures of the ancient and modern worlds: Egypt and the Near East; Greece and Rome; Medieval Europe; Renaissance Italy; Seventeenth century France; China and Japan; Eighteenth century England; Nineteenth century America. Origins and development of the public park. Emphasis on the primary literature of the subject and on philosophical and theoretical sources. Horticultural questions considered only peripherally.

Sophomore course. Prerequisite, none.

Hour C

Tatum

205 The Study of Prehistory (Same as Anthropology 201)

(See under Anthropology for full description.)

[241 Renaissance and Baroque Architecture (Not offered 1980-81.)]

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. Lectures and discussions.

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

Hour

E. J. Johnson]
Art

247 Art and Science in the Renaissance
The influence of art theory and practice in the Italian Renaissance from the fourteenth through the sixteenth centuries on the Scientific Revolution of the seventeenth. The art and ideas of such Renaissance greats as Giotto, Masaccio, Piero della Francesca, Francesco di Giorgio Martini, Leonardo, Raphael, Dürer and Michelangelo will be discussed as they affected the old and new sciences of geometry, optics, cartography, anatomy and medicine. Also, the development of the engineering profession will be studied in relation to Renaissance art, the impact of printing technology and the growing difference between Western European art and science and that of China, Islam and the rest of the world from 1300 to 1600.
Prerequisite, Art 101-102 or permission of the instructor.

Hour

261 American Art, 1600-1860 (Not offered 1980-81.)
An introductory study of architecture, painting, decorative arts and sculpture, with emphasis on their historical development in relation to European models. Major artists and objects will be treated, as well as key ideas, including colonial style and the idea of regional and provincial art, the English legacy, the quest for a national art, the artist and nature in seascape and landscape, the rise of genre painting and the black man and the Indian in American art. Lectures and conferences to explore special problems.
Sophomore and junior course. Prerequisite, Art 101-102. (For American Civilization majors, Art 101 or 102.)

Hour

262 American Art, 1860-1970
An introductory study of architecture, painting, decorative arts and sculpture, with emphasis on their historical development in relation to European models. Major artists and objects will be treated, as well as key ideas, including the coming-of-age of American architecture, the Beaux-Arts style in the arts, the rise of the avant-garde, the resurrection of tradition and the triumph of American painting and sculpture in recent decades. Lectures and conferences to explore special problems through discussions.
Sophomore and junior course. Prerequisite, Art 101-102. (For American Civilization majors, Art 101 or 102).

Hour

263 Painting 1785-1900
European art from Goya to Cézanne with emphasis on French painting (David, Géricault, Ingres, Delacroix, Courbet, Manet, Impressionism.) Lectures and approximately four conferences using the collections of the college and the Clark Art Institute.
Sophomore and junior course. Prerequisite, Art 101-102.

Hour

272 Twentieth Century Architecture (Not offered 1980-81.)
The major developments in western architecture from 1900 to present. The relationship of modern architecture to contemporary developments in other artistic fields, particularly painting and sculpture. The social concerns of modern architects. Concentration on major figures, such as Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi. Lectures and an occasional field trip.
Sophomore course. Prerequisite, Art 101-102 or Art 101 if 102 taken concurrently.

Hour

274 Painting and Sculpture, 1885-1945
Emphasis on European painting from Gauguin and Van Gogh to World War II. The chief modern movements and their leaders: Matisse, Picasso, Braque, Kandinsky, Klee, Mondrian, Miró. Lectures and approximately four conferences using the collections of the college and the
Art Clark Art Institute.

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

Ockman

[277] History of Photography (Not offered 1980-81.)
A survey of photography from its beginnings to the present day. Lectures will concentrate on individual photographers. Emphasis will be on the development of photography in America, supplemented by the works of Europeans. Topics covered in the course include: the aesthetics of photography and its relation to art, the rise of photography as an independent art form, and the relationship of the photographer to society. Documentary, fashion, modernist, popular and portrait modes will be examined. Readings will include primary sources, surveys, monographs and criticism. Biweekly conferences utilizing the extensive study collection at the Williams College Museum of Art and a field trip to the George Eastman House in Rochester, New York.

Hour

Stewart

281 The Arts of India
The course will concentrate on various masterpieces of India architecture (the STUPAS at SANCHI, the AJANTA caves, the KHAJURAHO temples, the palace at FATHEPUR SIKRI, the TAJ MAHAL) and examine the use of sculpture and painting as architectural embellishment. The artistic sensibilities of different religious communities (Buddhist, Hindu and Islamic) will be compared, and the role of the arts in secular life discussed.

Lectures, discussions, field trip.

Freshman and sophomore course.

Stewart

282 The Painting of India
The course will concentrate on paintings made for the Hindu Maharajas, but will discuss also the importance of Muslim (Mughal) influence. 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.

Beach

283 The Paintings of China
A survey of painting in China up to the present day, concentrating particularly on landscapes. Reference will be made to ritual bronzes and jades, sculptures and ceramics, but only as an aid to understanding the context in which painters worked.

Lectures, discussions and possible field trip.

Sophomore and junior course. Prerequisite, Art 101-102 or permission of the instructor.

Beach

286 African Art (Not offered 1980-81.)
An introduction to the traditional sculpture and decorative arts of West Africa. Considerations of what these art forms are and why they exist will be accompanied by a study of their historical, political, economic and social backgrounds. Lectures, discussions and student seminar presentations will focus on a variety of subjects, including an investigation of European influence on African Art, the impact of African Art on twentieth century western painting and sculpture and the questions of authenticity and quality in African Art.

Sophomore course. Prerequisite, Art 101 or permission of the instructor.

Beach

Gudin
Art

[289] High Civilizations of the New World (Same as Anthropology 217)
(Not offered 1980-81.)
(See under Anthropology for full description.)

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, manifests, 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, Wolfflin, Worrier 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  U  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  M  Satterthwaite

[322] The Ancient Near East (Same as Classics 322) (Not offered 1980-81.)
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 101-102 or a course in Classics.
Hour  C  Stambaugh

324 Greek and Roman Archaeology (Same as Classics 324) (Offered 1980-81; not to be offered 1981-82.)
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 101-102 or a course in Classics.
Hour  C  Stambaugh

[334] Romanesque Art (Not offered 1980-81.)
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

60
336  Gothic Art (Offered 1980-81; not to be offered 1981-82.)
  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  T

[342  Renaissance Art in Italy (Not offered 1980-81.)
  Painting and sculpture of the Trecento and Quattrocento. Principal artists studied: Giotto,
  Duccio, Masaccio, Donatello, Ghiberti, Fra Angelico, Uccello, the Lippi, Mantegna, the
  Bellini, Piero della Francesca, Botticelli, Leonardo da Vinci. Special topics for discussion:
  the Proto-Renaissance; painting of the Black Death period; the International Gothic Style;
  the rebirth of pictorial space; the development of the portrait; patronage and politics; and
  secular and religious iconography.
  Prerequisite, Art 101-102.
  Hour  L

343S Italian Renaissance Art: 1500-1600 (Offered 1980-81; not to be of­
 fered 1981-82.)
  Painting of the High and Late Renaissance in Florence, Rome, Venice and their environs.
  Principal artists studied: Leonardo da Vinci, Michelangelo, Raphael, Correggio, Parmi­
  gianino, Rosso, Pontormo, Bronzino, Giovanni Bellini, Georgione, Titian, Tintoretto, Ve­
  ronese. Special topics for discussion will include: style and technique in the Renaissance
  drawing; landscape and Venice; the portrait; civic and private patronage; Mannerism; and
  religious and secular iconography.
  Sophomore and junior course. Prerequisite, Art 101-102.
  Hour  D

373 Twentieth Century Sculpture
  Modernist sculpture in Europe and the U.S.A. from the last quarter of the nineteenth
  century through the early 1970's. Course covers such tendencies as late Romanticism,
  Impressionism, Cubism, Constructivism, Surrealism, open welded sculpture, late Formal­
  ism, Minimalism, Earth Art, environments; and sculptors outside these categories. Lectures
  stress technology and mundane influences affecting sculpture.
  Prerequisite, Art 101-102.
  Hour  M

SEMINARS

372  Art and American Society in the Twentieth Century (Same as Ameri­
  can Civilization 352)
  (See under American Civilization for full description.)

375  Architecture Since 1945
  An investigation of the world wide spread of European modernism after World War II,
  and the numerous transformations of that idiom in the past 25 years. Topics studied will
  include the late work of Le Corbusier, Mies and Wright; Brutalism; Utopian Visions of the
  60's; and the phenomenon of post-modernism.
Art

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

Hour S

E. J. Johnson

381S European Perceptions of the World Outside: Artistic, Literary, Philosophical, Scientific, 1500-1900 (Same as History of Ideas 321S)
(See under History of Ideas for full description.)

Paintings referring to artists' own profession (such as self-portraits, studio paintings, allegories of the visual arts) will be studied, along with other evidence of artists' position in society. Emphasis will be on the changes that occurred between ca. 1400 and ca. 1900. Prerequisite, Art 101-102. Enrollment limited to 15 and permission of the instructor required.

Hour

Filipczak

462 Art and Social Change in Nineteenth Century France
The course will focus on specific works of art, considered radical in style and/or content in the nineteenth century. Utopian writings and artists' statements about art and politics will also be explored in an attempt to understand the role of art and the artist in bringing about social change. The relationship between new styles and social upheaval will be examined in the context of the revolutionary periods of 1789, 1830 and 1848 and the anarchist activity of the 1880's. Projected and actualized utopian schemes will also be discussed. Prerequisite, Art 101-102. Enrollment limited to 15 and permission of the instructor required.

Hour W

Ockman

471 (formerly 371) Art of the Fifties, Sixties and Seventies
American and European art of the past thirty years, with particular attention to 1) the major artists and critical writing of the period, 2) the antecedents and development of the dominant modes of expression that characterize contemporary art, and 3) the relationship between visual art and the main themes of contemporary culture.
Prerequisite, Art 101-102.

Hour Art

Krens

[478] Picasso, Gertrude Stein and Company (Not offered 1980-81.)
Picasso and Stein as foci of an examination of the arts in Paris, 1900 to 1920. Other important figures include the painters Matisse, Braque, Gris, Léger, Delaunay, Duchamp and Picabia; the poets Apollinaire, Salmon and Jacob; the composers Satie and Stravinsky; and Diaghilev and Nijinsky of the Ballets Russes. Lectures, discussions, student reports and papers. Extensive reading.
Prerequisite, Art 101-102. Enrollment limited to 15 and permission of the instructor required.

Hour

Ockman

[484] Chinese Painting: Yuan and Ming Dynasties (Not offered 1980-81; to be offered 1981-82.)
This course will consider painting in China from the initiation of Mongol rule (1279) to the fall of the Ming dynasty (1644). The major artistic personalities and movements will be closely examined, as will the relationship of these painters to established traditions and to times of political change.
Prerequisite, Art 283.

Hour

Beach

493-W31-494 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 attitudes toward drawing and sculpture from the representational to the conceptual and expose students to a limited range of drawing material.
Freshman and sophomore course. Prerequisite, none. Enrollment limited to three sections and preference given to freshmen and sophomores.
Hours N, O, P  Hirsche, Cunard, Davidson

212 Drawing and Two Dimensional Design
An introductory studio course in drawing and two dimensional design. 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.
Freshman and sophomore course. Prerequisite, none. Enrollment limited to four sections and preference given to freshmen and sophomores.
Hours M, O, P, S Studio Faculty

310 Modern Methods Seminar (Not offered 1980-81.)
An advanced studio course designed to introduce and investigate new and developing means and materials of artistic expression. Possible areas of exploration would include video, film and techniques of conceptual, earth and performance art that have become part of the language of art making during the last twenty years. There will be extensive studio work on both group and individual projects to develop ideas and expressions in non-traditional media.
Junior course. Prerequisite, one course in Art History and at least one studio course at the 300 level.
Hour  Krens

311 Printmaking
Introduction to fine art image-making by means of intaglio (engraving, drypoint, etching, collagraphy) printmaking processes. The content, form and media potentials of the fine print will be explored through the use of the various platemaking techniques in conjunction with the many printing methods available. Emphasis will be placed on the development of enough technical facility with one or more intaglio systems to produce significant, individual and original visual statements in printed form. The class activities will be structured around the making and criticism of printed works, lectures, demonstrations, field trips and group projects.
Sophomore and junior course. Prerequisite, at least one semester of Introductory Design.
Hour  L Dennis

312 Printmaking
Introduction to fine art image-making by means of serigraphic (stencil and silkscreen) printmaking processes. The content, form and media potentials of the fine print will be explored through the use of the various platemaking techniques in conjunction with the many printing methods available. Emphasis will be placed on the development of enough technical facility with one or more serigraphic systems to produce significant, individual and original visual statements in printed form. The class activities will be structured around the making and criticism of printed works and will also include lectures, demonstrations, field trips and group projects.
Sophomore and junior course. Prerequisite, at least one semester of Introductory Design.
Hour  W Dennis
313 Painting
A beginning course in oil painting which will investigate, through a variety of subject matter, the formal elements of color, space and pictorial structure. 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.
*Sophomore and junior course. Prerequisite, at least one semester of Introductory Design.*

314 Painting
A beginning course in watercolor using naturalistic subject matter as the prime focus for work in the course. Course work will revolve around critical discussions of student work in class, a brief history of the development of the medium, exposure to a range of attitudes towards the medium and the development of painting techniques.
*Sophomore and junior course. Prerequisite, at least one semester of Introductory Design.*

315 Sculpture
An introduction to the fundamentals of visual organization as they specifically apply to sculpture. A wide range of ideas and materials will be explored to develop an awareness of sculptural possibilities. Plastic materials (clay, wood, plaster, etc.) will be used to explore the additive and subtractive processes of sculpture. Project assignments will include portrait and figure modelling, wood construction and woodworking. Individual and group critiques will follow each assignment.
*Sophomore and junior course. Prerequisite, at least one semester of Introductory Design.*

316 Sculpture
An introduction to sculptural ideas and materials used in wood and metal fabrication. Studio projects will cover traditional as well as experimental forms of sculptural expression. The proper operation and maintenance of all shop tools and equipment will be discussed. Assignments will develop an understanding of arc and gas welding as well as the aforementioned woodworking power tools. Assigned readings will coincide with assigned projects emphasizing the student’s need for critical awareness of contemporary art works. Individual and group critiques will occur throughout the semester.
*Sophomore and junior course. Prerequisite, at least one semester of Introductory Design.*

317, 317S 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 15 students.*

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.*

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.

**Sophomore and junior course. Prerequisite, Art 211 or 212.**

**411 Advanced Printmaking**
Further studio investigations into advanced printmaking techniques. The emphasis of this course will be twofold: (1) to deepen the student’s conceptual and creative abilities with methods acquired in the introductory printmaking courses; (2) to broaden the student’s facility in other printmaking processes. There will be individual and group assignments designed to examine the relationship between various print media and the nature of the individual student’s visualizing mechanisms. Cross-media projects will be encouraged. The class activities will center around the making and criticism of prints but will also include lectures, demonstrations, field trips and group projects.

**Junior and senior course. Prerequisite, Art 311 or 312.**

**413 Advanced Studio Architecture (Offered 1980-81; not to be offered 1981-82.)**
This course will deal with techniques and experiences useful for students considering going to architectural school. Problems will include freehand architectural rendering, drafting and structure and design problems using models. There will be a visiting architectural critic as well as open invited juries to discuss and evaluate student work. One or two field trips.

**Senior course. Junior Art studio majors may petition to take this course. Prerequisites, two semesters of Studio with honors grades. Enrollment limited to 9.**

**415 Advanced Painting**
An advanced course in painting which will expand upon the investigations of technique and formal elements initiated in Art 313 and 314. Emphasis will be placed on the development of individual and original visual statements. Course work will revolve around critiques of student work and discussion of contemporary issues in painting.

**Junior and senior course. Prerequisite, Art 313 or 314.**

**417 Advanced Sculpture**
A studio course that encourages creative decision making and the development of a personal approach to sculpture. Assignments will include two problems designed by the instructor. The student will design additional projects and complete them in the classroom. Individual and group critiques will follow each completed project. Students will be encouraged to develop a portfolio and to learn how to photograph sculpture.

**Junior and senior course. Prerequisite, Art 315 or 316.**

**418 Studio Seminar**
At the beginning of the second 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. Prerequisite, completion of two 300 and one 400 level studio courses.**

---

_Hours:_ 4

**Art 411** U HIRSCH

**Art 413** M DENNIS

**Art 415** T DAVIDSON

**Art 417** S CUNARD

**Art 418** W CUNARD, EPPING
Art

GRADUATE COURSES IN ART HISTORY

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 with an average grade no lower than B— a total of eight graduate seminars, fulfill the language requirement in the manner described below, and audit at least one additional graduate or undergraduate course during his or her residence. In special circumstances credit may be given for graduate work satisfactorily completed elsewhere.

In addition to all course work the candidate must participate in a group study trip to Europe during Winter Study Period in the first year, complete a qualifying paper in January of the second year, and pass an oral examination at the end of the second year.

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

501 Art About Art, 1400-1900

A study of European paintings and graphics that have art itself as their main subject (e.g., studio paintings, depictions of collectors' cabinets, portraits of artists in their professional capacity). The seminar will examine changes in the choice and interpretation of such subjects and the correlation between these changes and contemporary attitudes towards art.

Hour Filipczak

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 market, the development of connoisseurship and other topics.

Hour Brooke

505 Printmaking in Europe and America

A study of printmaking with a preliminary survey of its European origins and aspects and concentrating on its effects on American art and artists since Colonial times. Attention will be paid to photography in Europe as in the Western hemisphere. The final part will be devoted to the emergence of American printmaking in the late twentieth century as a phenomenon of world-wide importance.

Hour Fernandez

536 Gothic Art

Experiment and invention in early Gothic architecture. The great French cathedrals and their relation to medieval life. Gothic architecture in England, Germany, Italy and Spain. Sculpture, painting and liturgical arts. Oral report or term paper. Graduate students will take the undergraduate course (Art 336) and study problems in French Gothic art in special meetings each week. Field trip to New York.

Hour Stoddard

540 Art and Politics in Italy from the Black Death to the Fall of the Medici (1348-1494)

Seminar to study the relationship between urban politics in the paradigm city of Florence and the "rise" of Renaissance art from about 1350 to 1500. A Marxist approach will be used to determine if shifting class attitudes in the city — from feudal gentry, to oligarchic bourgeoisie, to pseudo-aristocracy — affected changing artistic styles. Also to be studied will be the effect of special political crises on the arts, such as the Black Death of 1348, the Milanese Wars of 1380-1440 and the Pazzi Conspiracy of 1478. Students will be expected to give bi-weekly oral reports. Some reading ability of Italian and Latin will be helpful, although not necessary for this course.

Hour Edgerton

547 Studies in Renaissance Art

Relations between Italian and Netherlandish painting in the fifteenth and sixteenth cen-
Art

Tunies will be studied in conjunction with specific projects leading to a scholarly catalogue of the early Italian and Netherlandish paintings in the Clark Art Institute’s collection.

Rembrandt as Etcher and Draughtsman

A seminar designed to understand the central role etching and drawing played in Rembrandt’s oeuvre. Topics to be treated are the place the master’s etchings occupy in Dutch graphic arts; the technique and stylistic development of his etchings and drawings; the relation of works in these media to one another and to the master’s paintings; and selected problems in iconography.

Nineteenth Century French Art

The emergence of a modern aesthetic from Delacroix to Rodin.

American Architecture: 1620-1820

Changing patterns of American life as reflected in public and domestic structures erected in this period. The designers of American buildings, their materials, their sources, their goals and their manner of work. Informal lectures and discussion. In consultation with the instructor, each student will select the subject for a short paper (two to five thousand words), which will be due at the conclusion of the course. Open to graduate students and advanced undergraduates.

Problems in Contemporary Art History

This seminar course will research and write for publication a catalogue raisonné, and organize a traveling exhibition, on one aspect of the oeuvre of a major contemporary artist. The artist will be selected on the basis of his or her stature in contemporary art and importance in art history of the last twenty-five years. Artists who have participated in this program, in conjunction with the Williams Artist-in-Residence Program, are Jim Dine and Helen Frankenthaler.

Marcel Duchamp: His Art and Writings

This investigation will begin with a discussion of Duchamp’s early life as a cartoonist and painter. We will look at the major literary influences on Duchamp’s art, plus his life-long commitment to the Hebrew mystical tradition of Kabbalah. The course will cover his Readymades, “The Large Glass,” notes from his collected editions and some of the puns and aphorisms.

LANGUAGES COURSES

A good reading knowledge of two European languages (usually French and German) is required for the M.A. degree in art history at Williams and provision for attainment of this qualification is an integral part of the program of study. Elementary and intermediate undergraduate courses offered by the language departments are open to graduate students and the Graduate Program offers advanced one-semester courses in French and German art history readings. A student who begins elementary language study after enrollment in the Program should expect to take a sequence of three one-semester courses (501-502, 509). Entering students with some previous language background will be asked to take a standard reading examination for purposes of placement. A score of 500 is required for admission to the advanced (509) course. Students with scores below 500 will be enrolled in language 501-502 courses. Students should aim to complete all language work no later than the end of the third semester.

To satisfy the requirement in each of the two required languages, a student must (a) score
Art, Astronomy

700 or better on the CEEB reading examination upon enrollment in the program or (b) complete satisfactorily (B— or better) and punctually all assignments and tests in the advanced course (509).

All work in language will receive a letter grade and this grade will become part of the student’s permanent record. The same standards and expectations apply to language courses as to other courses and seminars.

If appropriate to his or her course of study, a student may petition to substitute another language for one of the two languages normally offered. Instruction in Spanish, Russian, Latin and Greek is regularly offered in the undergraduate curriculum, whereas independent arrangements must be made for Italian, Dutch and other languages.

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.

French 509 Readings in Art History and Criticism

Prerequisite, French 501-502 or the equivalent, with a final grade of B— or above, or a reading score of 550 on the standard reading examination. Texts are selected from characteristic works of art history and criticism and from the specialized literature required in concurrent seminars.

German 501-502 (101-102) Elementary German

For students who have had no previous study of German. This course consists of the regular undergraduate introductory course.

German 509 Readings in Art History and Criticism

Prerequisite, German 501-502 or the equivalent with a final grade of B— or above, or a reading score of 550 on the standard reading examination. Texts are selected from characteristic works of art history and criticism and from the specialized literature required in concurrent seminars.

ASTRONOMY (Div. III)
Department of Physics and Astronomy
Departmental Staff for 1980-81

Chairman, Professor C. BALLARD PIERCE

Associate Professor: PASACHOFF*. Assistant Professors: LATHROP, KWITTER.

Courses in astronomy are available to anyone who is interested in studying the universe and learning to follow new astronomical discoveries as they are made. All courses in astronomy satisfy the Division III requirement. The Astrophysics major is described subsequently.

The elementary astronomy courses are given on two levels; none has any prerequisite astronomy experience. Astronomy 101 and 102 have no prerequisites other than a willingness to use high school algebra and geometry. Astronomy 111 and 212 cover the same subjects as 101 and 102 respectively, but in greater depth and with additional prerequisites.

101 (formerly 103) Stars and Stellar Evolution

A general introduction to part of contemporary astronomy including discussions of how astronomers undertake and interpret observations of the universe. Topics include telescopes

*On sabbatical leave 1980-81
and modern astronomical instruments, atomic spectra, light, stellar groupings, the sun as an average star, stellar evolution, pulsars and black holes. Although there will be less use of mathematics and physics than in Astronomy 111, students will be expected to understand and use simple mathematical relationships linking astronomical observations to physical concepts such as spectroscopy and radiation laws. Laboratory work includes telescopic observation of the sun, stars, nebulae and planets, as well as films, planetarium demonstrations, exercises and experiments that elucidate the course material.

Lectures, three hours a week; four 2 hour laboratory-conference sections, five observing sessions and a planetarium demonstration to be arranged. Additional observing can be scheduled.

Non-major course. Prerequisites, a working knowledge of high school algebra and geometry. Remedial help is available. Course not open to junior and senior Division III majors, who are urged to take Astronomy 111 instead.

Hour M Lab. section: Arr.

102 (formerly 104) Survey of Modern Astronomy
A general introduction to contemporary astronomy and astrophysics, including the study of planets and of objects larger in scale than stars. Topics include the planets, the Milky Way galaxy, interstellar matter, spectral-line radio astronomy of atoms and molecules in space, x-ray and gamma-ray studies of the galactic nucleus, galaxies, quasars and cosmology. This course is independent of and on the same level as Astronomy 101. Although there will be less use of mathematics and physics than in Astronomy 212, students in Astronomy 102 will be expected to learn and use simple mathematical relationships that link astronomical observations to physical concepts such as spectroscopy and radiation laws. Laboratory work includes telescopic observation of the sun, stars, nebulae and planets, as well as films, planetarium demonstrations, exercises and experiments that elucidate the course material.

Lectures, three hours a week; four 2 hour laboratory-conference sections, five observing sessions and a planetarium demonstration to be arranged. Additional observing can be scheduled.

Non-major course. Prerequisite, a working knowledge of high school algebra and geometry. Remedial help is available. Course not open to junior and senior Division III majors, who are urged to take Astronomy 212 instead.

Hour M Lab. section: Arr.

111 Stellar Structure and Evolution
The first part of a two-course introduction to astrophysics for better-prepared students. Topics include astronomical instruments; 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 stars, nebulae and planets and daytime observations of the sun, as well as experiments that elucidate the course material.

Lectures, three hours a week; four 2 hour laboratory sessions plus five observing sessions. Additional observing can be arranged.

Prerequisite, a year of high school physics or a semester of college physics or satisfactory performance on a placement examination.

Hour N Lab. section: Arr.

212 (formerly 112) Planetary, Galactic and Extragalactic Astronomy
The second part of a two-course introduction to astrophysics (see Astronomy 111). The solar system; the interstellar medium and cosmogony; galactic structure, radio galaxies and quasars; cosmology. Laboratory work includes nighttime observations of the stars, nebulae and planets and daytime observations of the sun, as well as experiments to elucidate the course material.

Lectures, three hours a week; four 2 hour laboratory sessions plus five observing sessions. Additional observing can be arranged.

Prerequisite, Physics 142.

Hour N Lab. section: Arr.
Astronomy

[307 (formerly 407) Cosmology (Same as Physics 307) (Not offered 1980-81; to be offered 1981-82.)

A study of the structure and evolution of the universe. Elements of general relativity and its observational tests; the large-scale structure and dynamics of the universe; the physics of hot matter and the early thermal history of the universe; the formation of the elements; the radiation remnant from the primordial fireball; observational determination of Hubble's constant and the mean mass density of the universe. Seminar with equal participation by students, three hours a week. Junior and senior course. Prerequisites, Astronomy 111, 212 (or 112 or 113) or Astronomy 101, 102 (or 103, 104) with permission of the instructor and Physics 202. Required of senior majors in Astronomy/Physics and open to others who satisfy the prerequisites.

Hour]

309 The Milky Way Galaxy (Same as Physics 309) (Offered 1980-81; not to be offered 1981-82.)

A study of our Galaxy and its contents. Topics will include the galactic rotation curve and determination of the mass of the Milky Way, the distribution and characteristics of stellar populations, the interstellar medium as seen in gaseous nebulae and molecular and diffuse clouds, and chemical composition and evolution of the Galaxy. Seminar with equal participation by students, three hours a week. Junior and senior course. Prerequisites, Astronomy 111 and 212 (or 112 or 113) or Astronomy 101, 102 (or 103, 104) with permission of the instructor and Physics 202.

Hour]

410 Stellar Astrophysics (Same as Physics 410) (Offered 1980-81; not to be offered 1981-82.)

Energy generation and transport in stars, structure of main sequence stars, evolutionary phases, final stages of stellar evolution. Seminar with equal participation by students, three hours a week. Junior and senior course. Prerequisites, Astronomy 111, 212 or Astronomy 101, 102 (or 103, 104) with permission of the instructor and Physics 202. Required of senior majors in Astrophysics and open to others who satisfy the prerequisites.

Hour]

[412 Solar Physics (Same as Physics 412) (Not offered 1980-81; to be offered 1981-82.)

A thorough study of the sun from its interior through the photosphere, chromosphere and corona. Topics include high-resolution studies of the surface, spectroscopy, sources of continuous and spectral-line radiation, the equation of transfer, sunspots, spicules, prominences, flares, constituents of the corona, solar-terrestrial relationships, relationships to other stars, the neutrino experiment and solar tests of relativity. Recent and pending observations from the ground, balloons, rockets, satellites and space probes, and at eclipses will be discussed. Seminar with equal participation by students, three hours a week. Junior and senior course. Prerequisites, Astronomy 111, 212 or Astronomy 101, 102 (or 103, 104) with permission of the instructor and Physics 202. Required of senior majors in Astrophysics and open to others who satisfy the prerequisites.

Hour]

493-W31, W31-494 Senior Research

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics and Astronomy, as discussed under the heading of the degree with honors in Astrophysics below. Senior course. Prerequisite, permission of the department.
497, 498  Independent Study

Colloquia

The Faculty of the Physics and Astronomy Department meets weekly to discuss recently published and unpublished work. Members of other science departments and undergraduates are welcome and undergraduate majors are expected to attend.

ASTROPHYSICS (Div. III)

MAJOR PROGRAM

- Astronomy 111  Stellar Structure and Evolution or Astronomy 101 (or 103) with permission of the department
- Astronomy 212 (or 112 or 113)  Planetary, Galactic and Extragalactic Astronomy or Astronomy 102 (or 104) with permission of the department
- Physics 142  Mechanics and Special Relativity
- Physics 201  Electric and Magnetic Theory
- Physics 202  Waves and Modern Optics
- Astronomy 410  Stellar Astrophysics or Astronomy 412  Solar Physics, whichever is offered as senior seminar during the senior year.

Additional courses above the 100 level in astronomy or physics to bring the total number to nine or eight plus two courses in chemistry, geology or mathematics approved by the department.

THE DEGREE WITH HONORS IN ASTROPHYSICS

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original experimental or theoretical investigation carried out by the student under the direction of a faculty member in Physics and Astronomy. 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 early in 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 have defined a potentially successful thesis project. During the senior year those students whose preliminary proposals have been approved will elect two courses and Winter Study Project in addition to the minimum requirements for the major. Preparation of the thesis will occupy at least one course (normally Astronomy 493) and the Winter Study Project. At the end of the Winter Study Period the department will decide, in consultation with the student, whether to admit that student to honors candidacy and whether the second course will be another semester of research and writing (normally Astronomy 494) or a course from the regular course offerings. Both a written thesis and a colloquium presentation of the results to faculty and fellow students are required, and the degree with honors will be awarded to those who meet these requirements with distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a Winter Study Project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisers or the department chairman as early as possible.
BIOLOGY (Div. Ill)
Departmental Staff for 1980-81

Chairman, Professor William DeWitt


The Biology major is designed to provide an understanding of the principles that govern the activities of living systems. Students majoring in Biology or those electing courses in Biology independently of the major may select from a wide range of courses dealing with cells, organisms and populations. The work in the major provides a good background for those planning to enter graduate school, medical school, veterinary science, environmental studies or related fields.

Because the field of biology is so diverse, major requirements have been kept as flexible as possible. Students wishing a biology major as a background to future occupations or advanced study should consult with members of the department in choosing courses. Students planning graduate work in Biology are advised to elect courses in organic chemistry, introductory physics and mathematics.

MAJOR PROGRAM

Sequence courses
- Biology 101 Cellular Biology and Biochemistry
- Biology 102 Organisms and Adaptations
- Biology 203 Principles of Genetics
- Biology 403 (formerly 312) The Biosphere and its Ecosystems or 404 (formerly 314F) Endocrinology or 405 Topics in Advanced Cell Biology

Parallel courses
- Any two 300 level courses and any other three courses or any other two courses and Chemistry 201-202.

NOTE TO FRESHMEN: Entering freshmen with previous experience in biology may elect to take departmental qualifying examinations in Biology 101 and 102 during Freshman Days. Students passing either or both tests should consult with the departmental chairman for selection of upper level courses during the freshman year.

Courses of Special Interest for Non-Majors

Students can explore various aspects of biological thought by taking the freshman courses Cellular Biology and Biochemistry (Biology 101) and Organisms and Adaptations (Biology 102); upperclassmen may elect Human Biology and Social Issues (Biology 200). Environmental Biology (Biology 201), Primate Biology and Behavior (Biology 205), Organic Evolution (Biology 207) and Biology of Plants (Biology 206) are open to upperclassmen without prerequisite with permission of the department. These courses, which satisfy Division III requirements, 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.

THE DEGREE WITH HONORS IN BIOLOGY

In order to be recommended for the degree with Honors a student is normally expected to have completed, in addition to the regular major requirements, the equivalent of two semesters and a Winter Study 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 the program of independent Honors research will be mastery of fundamental material and skills, ability to pursue independent
Biology

study successfully, and demonstrated student interest and motivation. Students must receive approval from the Department for Honors programs before the end of their junior year.

PSYCHOBIOLOGY

Psychology or Biology majors may emphasize studies in the area of Psychobiology. Interested students are encouraged to consult members of either Department in choosing courses. Recommended courses include Biology 205, Primate Biology and Behavior; Biology 303, Advanced Neurobiology; Psychology 212, Physiological Psychology; Psychology 211, Animal Behavior; Psychology 312, Neuropsychology; Psychology 203, Principles of Learning. Other courses may be selected according to the student's interests.

101 Cellular Biology and Biochemistry

Designed for beginning students, this course provides an introduction to modern cellular biology. It attempts to explain the development of cellular structure and function as a consequence of evolutionary processes occurring on the lifeless earth. Topics to be considered will include the origin of life, energy relationships in living systems, cellular structure, cellular metabolism and membrane transport.

Lectures and laboratory, six hours a week.

Freshman course. Requires no previous study of biology.

102 Organisms and Adaptations

This course is designed to provide an introduction to the significance of plant and animal adaptations. Emphasis is placed on the integration of cellular activity within the organism and the interaction of organisms with their environment. Topics will include the development of multicellular structure; reproductive adaptations; environmental physiology of organisms in marine, freshwater and terrestrial environments; hormonal and neuromuscular coordination; locomotion; hibernation; biological clocks.

Lectures and laboratory, six hours a week.

Freshman course. Prerequisite, Biology 101 or equivalent.

200 Human Biology and Social Issues

Designed for the non-scientist, this course will explore the biological foundations of selected topics that are currently of great social importance. Beginning with a discussion of the functioning of the human body, topics will include human genetics, its medical-legal aspects, the basis of genetic disease, and problems related to genetic engineering and DNA recombinant research; human reproduction, developmental abnormalities, and the social and biological significance of birth control and abortion; human disease transmission and control; organ transplants; cancer; aging; death and the use of life support systems.

Lectures, three hours a week.

Sophomore course. No prerequisite. Closed to freshmen; closed to biology and chemistry majors; not appropriate for premedical students; does not count for Biology major credit.

201 Environmental Biology

A study of factors which determine the distribution and abundance of organisms in natural systems. Topics will include global patterns; population dynamics (growth, competition, predation and co-evolution); community interactions (succession, food chains and diversity); and ecosystem function (biogeochemical cycles and energy flow).

Lectures and laboratory, six hours a week.

Sophomore course. Prerequisite, Biology 101 and 102 or Environmental Studies 101 or consent of the department. Required course in the Environmental Studies Program.

Hour B Lab. sections: Tu., Wed., Th.
Biology

202 Animal Physiology
The anatomy and physiology of animals. The course will examine the structural and functional solutions that animals have evolved to satisfy the general problems of cellular integrity, skeletal support, sensory perception, motor activity, circulation, metabolism and fluid regulation. Emphasis will be placed on the hierarchical nature of organisms and the control of physiological processes mediated by the nervous and endocrine systems. Examples will be 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 101 and 102.
Hour D Lab. sections: Mon., Tu., Wed., Th.

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, six hours a week.
Sophomore course. Prerequisite, Biology 101 and 102.
Hour D Lab. sections: Mon., Tu., Wed., Th.

205 Primate Biology and Behavior (Same as Anthropology 205)
An examination of the nonhuman primates with special reference to behavior. Introductory material includes aspects of mammalian and primate evolution. Topics covered include social behavior, communication, development, and behavior in relation to ecology. Emphasis is placed on the contributions that primate studies make to our understanding of man by examining play, aggression, sexual behavior and learning. Some comparisons with the behavior of early man and contemporary human societies are attempted. Films are used extensively for providing experience with primates in natural settings. Two hour examinations and a final examination.
Lectures and discussions, three hours a week.
Sophomore course. Prerequisite, Biology 101 or Psychology 101 or Anthropology 101. (Open to upperclassmen without prerequisite.)
Hour C

[206 Biology of Plants (Not offered 1980-81.)
The major plant groups from algae to flowering plants will be examined. Lectures and discussions will include an introduction to plant cell structure and cellular processes; organization and function at the tissue level; and morphology, development, reproduction and evolution of plants. The laboratory will include a study of the characteristics of representatives from various groups within the plant kingdom.
Lectures and laboratory, six hours a week.
Sophomore course. Prerequisite, Biology 101 and 102. (Open to upperclassmen without prerequisites.)
Hour Lab. sections:

207 Organic Evolution
A critical analysis of evolutionary mechanisms. Variation, natural selection, adaptation and speciation will be examined, as well as current challenges to Darwinian theory. Selected problems in evolutionary biology will be discussed, including the maintenance of genetic variation in populations, and the evolution of sex social behavior and the genome. Lectures, seminars and reading in the original literature, three hours a week.
Sophomore course. Prerequisite, Biology 101 and 102 or permission of the instructor.
Hour O

208F Animal Behavior (Same as Psychology 211)
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, Biology 101 or Psychology 101 or permission of the instructors.

Hour M Lab. section: Arr. 

301S Cell Structure
An examination of animal cell ultrastructure in relation to organelle function, especially as revealed by the electron microscope. Topics emphasized include: specializations of the plasmalemma and the internal cellular membrane system; ultrastructural aspects of genetic expression, chromatin and chromosome architecture; fine structure of differentiated cell types in nerve, muscle, epithelium and connective tissue. The laboratory program involves learning use of the electron microscope as applied to research in cell biology and requires a twelve-page research paper based on data obtained in laboratory by the student.

Lectures, conferences and laboratory, six hours a week.
Junior and senior course. Prerequisite, Biology 203. Enrollment limited to 24 students with seniors receiving preference.

Hour M Lab. sections: Tu., Wed.

302 Developmental Biology
An introduction to principles of development: descriptive embryology is correlated with classic and contemporary research on causal mechanisms of development. Topics emphasized include cellular differentiation in animals and plants, organogenesis, morphogenesis, growth, self-assembly, regeneration and developmental genetics.

Lectures, discussions and laboratory, six hours a week.
Junior and senior course. Prerequisite, Biology 203.

Hour L Lab. sections: Tu., Th.

303 Advanced 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, six hours a week.
Junior and senior course. Prerequisite, Biology 202.

Limited to 20 students with seniors receiving preference.
Hour L Lab. section: Th.

306F Plant Physiology
Physiological and biochemical aspects of the growth, development, nutrition and reproduction of green plants. Major topics covered will include plant cell structure and function, ion transport and water relations, nitrogen metabolism, photosynthesis and carbon metabolism, plant hormones, and host-pathogen relationships. The laboratory will illustrate a variety of experimental approaches to problems in plant physiology.

Lectures and laboratory, six hours a week.
Junior and senior course. Prerequisite, Biology 101 and 102.

Hour A Lab. sections: Mon., Wed.

307S Advanced Cellular Biochemistry
This course will explore the organization and functions of eukaryotic cells in terms of
Biology

their molecular constituents. Protein chemistry (including basic enzymology), carbohydrate metabolism, lipid metabolism, nucleic acids, compartmentation and organelle function and membrane biochemistry will be discussed at the molecular and cellular levels. The laboratory will provide an introduction to some widely used techniques in cell biochemistry, including quantitative determination of proteins, subcellular membrane and organelle isolation and purification and characterization of membrane associated enzymes. Lectures and laboratory, six hours a week. 

Junior and senior course. Prerequisite, Biology 101 and 102; Chemistry 201-202.

Hour C Lab. sections: Mon., Wed.

308 (formerly 212) Community Ecology and Field Botany

An intensive investigation of plant communities and their component species. Emphasis will be placed on examining the nature of plant communities and developing skills related to plant taxonomy. Topics will include: the use of taxonomic keys, historical development of the concept of the community, use of the herbarium, methods of plant collection, quantitative field methods for community analysis and methods of community comparisons. Students will undertake a field project as part of the course. Weekly field trips and field quizzes will be given. Lectures, discussion groups and field trips, laboratory, six hours a week.

Sophomore, junior and senior course. Prerequisite, Biology 101 and 102 or 201 or permission of the department. This course is not a substitute for Biology 201 in the Environmental Studies Program.

Hour N Lab. sections: Tu., Wed.

310 Molecular Genetics and Immunology

A biochemical/molecular analysis of genetic functions including DNA replication and repair, recombination, transcription, messenger RNA processing, and translation (protein synthesis); investigation of chromosome/gene structure and relationships to genetic regulation and function; emphasis on immunoglobin diversity including antibody structure, synthesis and regulation to exemplify the molecular wizardry of genetic processes. Lectures and laboratory, six hours a week.

Junior and senior course. Prerequisite, Biology 203.

Hour N Lab. section: Wed.

315 Comparative Animal Physiology

This course will examine differences and similarities in physiological mechanisms in animals as correlated with phylogeny and ecology. Topics to be considered include skeletons and locomotion, sensory perception and behavior, environmental gases, water and solutes, and temperature. Lectures and laboratory, six hours a week.

Prerequisite, Biology 202.

Hour C Lab. section: Wed.
317 The Biology of Vertebrates

Focusing on the question of why the vertebrate plan has been so successful, this course will study the structure and function of vertebrates from their origins to the present. Evolutionary and ecological perspective will be applied to selected topics which will include a survey of the major characteristics of each vertebrate class; evolution and adaptation of vertebrates in aquatic environments; life on land and the origin of tetrapods; special aspects of vertebrate regulatory physiology, selected adaptations for feeding, locomotion and reproduction, etc., and consideration of man as a vertebrate animal.

Lectures, discussions and readings, three hours a week.

Junior and senior course. Prerequisite, Biology 203.

403 (formerly 312) The Biosphere and its Ecosystems

A seminar course investigating biological patterns and processes at the ecosystem level and above. The course will examine intensively the functioning of the biosphere and its component parts drawing upon the participants' backgrounds in biology as well as chemistry, physics and geology. Biogeochemical cycles, biological productivity, biomass accumulation and patterns of diversity will be analyzed from both global and ecosystem perspectives.

Each participant will be responsible for preparing and leading a seminar dealing with an aspect of biospheric processes or the functioning of a specific ecosystem.

Weather permitting there will be one all-day field trip to Plum Island which will be required of all class participants.

Discussions and seminars, three hours a week.

Senior course. Prerequisites, Biology 201 and 203. Admission limited to seniors. This course or Biology 404 or Biology 405 required of all majors.

404 (formerly 314F) Endocrinology

This course, consisting of lectures, discussions and readings in the original literature, will synthesize material from physiology, biochemistry and histology to provide an integrated picture of endocrine control systems in animals. Topics include structure, function and regulation of vertebrate and invertebrate hormones; biochemical mechanisms of hormone action; integration of the neural and endocrine systems; and recent advances in hormone research.

Lectures and discussions, three hours a week.

Senior course. Prerequisite, Biology 202. Admission limited to seniors. This course or Biology 403 or Biology 405 required of all majors.

405 Topics in Advanced Cell Biology

In depth studies of a few selected topics of current research interest in animal cell biology. Special emphasis is given to contemporary theoretical models and the experiments that test them. Major topics for 1980-81: molecular biology and ultrastructure of systems that determine cell shape and cell motility (microtubules, microfilaments, microtrabecular lattice); cell surface proteins, cell recognition, intercellular communication, and the establishment of multicellularity in animal development; changes in chromosome structure and gene regulation in development, evolution, and disease (particularly cancer). Though this is not a survey course, the unifying theme of these topics is the current research effort for understanding how cell genomes specify cellular, developmental and organismic phenotypes. Extensive readings in the original literature, two tests and a 15-page paper that critically examines the experimental testing of a theoretical model.

Lectures, discussions and conferences, three hours a week.

Senior course. Prerequisite, Biology 203. Admission limited to seniors. This course or Biology 403 or Biology 404 required of all majors.
Biology, Chemistry

RESEARCH AND THESIS COURSES

493-W31-494  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.

397, 398  Independent Study — Junior year

497, 498  Independent Study — Senior year
Individual research projects must be approved by 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.

CHEMISTRY (Div. III)

Departmental Staff for 1980-81

Chairman, Professor JAMES F. SKINNER

Professors: Chang, Markgraf, Moomaw, J. Skinner, Warren. Associate Professors:
Lecturer: Cronlund. Part-time Lecturers: Finkelstein, A. Skinner. Part-time In-
structor: E. Tharp.

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 Modern Chemical Instrumentation (Chem-
istry 304) and Inorganic Chemistry (Chemistry 405) are available. All programs make pos-
sible 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 403  Biochemistry: Structural Aspects
Chemistry 404  Biochemistry: Dynamic Aspects and two semester courses from among
the following: Biology 101, 102 or higher; Mathematics 107, 108 or higher; Physics 131, 132 or higher.

or followed by
Chemistry 301  Physical Chemistry: Thermodynamics

†Chemistry 303 and 306 may be replaced by Chemistry 301 and 302

*On sabbatical leave 1980-81
**On leave 1980-81
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 our quest for knowledge about ourselves and the world around us. 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 introductory course of a general nature or they may elect semester courses designed for non-majors: Invitation to Chemistry (Chemistry 100F) or The Environment and the Physical Sciences (Chemistry 200). The latter 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 advanced placement credit and 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 requirements may be met by electing 101-102, (or 103-104), 201-202, 301, 302, 303, 304, 401 (or 403), 402, 405 (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 493-W, 494 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 chairman 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

Chemistry 302 Physical Chemistry: Rate Processes
Chemistry 303 Advanced Organic Chemistry
Chemistry 401 Quantum Chemistry or Chemistry 403 Biochemistry: Structural Aspects
Chemistry 402 Physical-Organic Chemistry or Chemistry 404 Biochemistry: Dynamic Aspects

Physical Chemistry: Rate Processes
Advanced Organic Chemistry
Quantum Chemistry or Chemistry 403 Biochemistry: Structural Aspects
Physical-Organic Chemistry or Chemistry 404 Biochemistry: Dynamic Aspects

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 our quest for knowledge about ourselves and the world around us. 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 introductory course of a general nature or they may elect semester courses designed for non-majors: Invitation to Chemistry (Chemistry 100F) or The Environment and the Physical Sciences (Chemistry 200). The latter 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 advanced placement credit and 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 requirements may be met by electing 101-102, (or 103-104), 201-202, 301, 302, 303, 304, 401 (or 403), 402, 405 (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 493-W, 494 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 chairman 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 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. Basic principles of chemical bonding and structure are introduced during the first half of the semester. This background is then applied to studies of nutrition, agriculture and medicine including: dietary requirements, food additives, metabolism, medical topics relating to diet and therapy, and the world food crisis.

Lectures, three hours a week; no laboratory.

**Hour**

M

A. TAYLOR

### 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.

First semester: J. Skinner

Second semester: Ricci

### 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: Ricci

Second semester:

### 200 The Environment and the Physical Sciences

The purpose of this course is to provide the perspective of the physical sciences for an understanding of the natural and manmade environment and our relationship to it. The chemical nature and interactions of organisms, ecosystems and technological systems are studied. Case studies of the presence and effect of pesticides, drugs, chemical carcinogens,
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. This course is suitable for students not majoring in the sciences, but a minimum level of chemical literacy such as is provided by a high school course will be expected.

Lectures, three hours a week. Although no laboratory is required, interested students may undertake an individual or group project in place of a paper.

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).

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, 108 and some basic mechanics such as provided by Physics 131, 132 or 142.

302 Physical Chemistry: Rate Processes

This course considers time-dependent phenomena and their molecular interpretation. The nature of atomic and molecular structure is considered from a quantum mechanical point of view in developing an understanding of spectroscopy. The molecular properties of gases, liquids and solids are treated and the concepts developed are applied to a discussion of chemical kinetics. The properties of some special systems such as biological and synthetic polymers 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.
Chemistry

Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 301.

Hour A Lab sections: Mon., Wed.

KLEIER

303 Advanced Organic Chemistry

The emphasis of this course is on the organic chemistry of biologically active compounds. Studies are directed toward the structure, properties, preparations and reactions of amino acids, steroids, pheromones, alkaloids and other heterocyclic systems. Modern synthetic organic reactions are surveyed. The mechanistic and stereochemical aspects of total syntheses of representative systems are considered. Each student chooses an article from the recent literature and in a term paper 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.
Hour A Lab. sections: Mon., Tu.

MARKGRAF

304 Modern Chemical Instrumentation

The course is intended to give the student an understanding of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Experimental methods, including absorption and emission spectroscopy in the ultraviolet, visible and infrared regions, chromatography, electrochemistry, mass spectrometry, magnetic resonance and basic electronics are discussed, with examples drawn from the current literature. The analytical techniques developed in this course are useful in a wide variety of scientific areas.
Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 301. Open to sophomores with permission of the instructor.
Hour D Lab. section: Tu.

J. SKINNER

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, 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 M Lab. sections: Tu., Th.

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; special projects of a theoretical or experimental nature are also available.
Lectures, three hours a week; laboratory, four hours a week.
Prerequisites, Chemistry 301, 302.

Hour D Lab. section: Th.

MOOMAW

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.
Chemistry

Lectures, three hours a week; laboratory, four hours a week.
Prerequisite, Chemistry 303.

403 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 biochemistry 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.

404 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 403 or permission of the instructor.

[405 Inorganic Chemistry (Not offered 1980-81.)]
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.

RESEARCH and THESIS COURSES

393, 394 Junior Research and Thesis

493-W31, W31-494 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 1980-81

Chairman, Professor C. Fuqua*
Acting Chairman, Professor J. E. Stambaugh**

Professors: Fuqua*, Stambaugh**. Assistant Professors: Hoppin, Meaney.

MAJOR PROGRAM

The major in Classics provides a liberal and comprehensive view of the ancient world through first-hand contact with the Greek and Roman roots of western civilization. Courses in Greek and Latin are designed to develop command of the written languages as quickly as possible, to introduce techniques of textual analysis and to survey the ancient world through its greatest works of literature. (The advanced courses, numbered 401 and 402, are open to all students regardless of class whose command of the language is at the level indicated by the prerequisite.) Other courses, in which readings are in English translation, offer a wider context in literature, mythology, art and history.

The Department offers two routes to the major: Classics and Classical Civilization.

Classics: six courses in Greek and/or Latin, including three at the 400 level; and three additional courses, elected from the offerings in Greek and Latin or from the list below.

Classical Civilization: three courses chosen from Classics 101, 102, History 216, 218; three courses in Greek or Latin (including one at the 400 level); two additional courses from the list below; a senior independent study. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect some concentration on a particular genre, period or problem.

(a) Classics 101, 102 Classical Literature in Translation
(b) Classics 104 Greek Mythology
(c) Classics 201 Greek Tragedy
(d) History 216, 218 Greek and Roman History
(e) Classics 322 The Ancient Near East
(f) Classics 324 Greek and Roman Archaeology
(g) Appropriate courses at the Intercollegiate Center for Classical Studies in Rome; or appropriate courses dealing with the ancient world in other departments, such as History of Ideas 101 The Greek Idea of Human Excellence; Philosophy 202 Greek Philosophy; Religion 201 (formerly 204) The Jewish Bible/Old Testament.

Majors are encouraged to study for one or two semesters at the Intercollegiate Center for Classical Studies in Rome, a consortium of which the Department is a member. The curriculum includes work in archaeology, topography, urban studies, Latin, Greek, art history and Italian.

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. It 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 studies in the field.

*On sabbatical leave second semester 1980-81
**On sabbatical leave first semester 1980-81
CLASSICAL CIVILIZATION (Div. I)

101, [102] Classical Literature in Translation (102 not offered 1980-81.)
  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.
  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.
  Hours  B, D  FUQUA

104 Greek Mythology
  A survey of selected Greek myths as they are reflected in the principal literary works, graphic arts and archaeology. In conjunction with primary sources the class will consider methods which have been developed for the analysis and interpretation of myth.
  Open to all classes.
  Hour  D  HOPPIN

201 Greek Tragedy (Same as Theatre 311) (Offered 1980-81; not to be offered 1981-82.)
  A study of the Attic theatre and stage conventions and of selected plays by Aeschylus, Sophocles and Euripides. We will approach the texts as scripts of plays both as they were performed on the Greek stage and as they might be performed today. We will also discuss the plays in light of the social and political setting of fifth century Athens.
  Open to all classes.
  Hour  M  HOPPIN

History 216 Greek History (Offered 1980-81; not to be offered 1981-82.)
  (See under History for full description.)

[History 218 Roman History (Not offered 1980-81.)]
  (See under History for full description.)

[322 The Ancient Near East (Same as Art 322) (Not offered 1980-81.)]
  (See under Art for full description.)

324 Greek and Roman Archaeology (Same as Art 324) (Offered 1980-81; not to be offered 1981-82.)
  (See under Art for full description.)

GREEK (Div. I)

101-102 Introduction to Greek
  A full year course in which grammar is presented through continuous passages of Greek, drawn from ancient authors and illustrating the intellectual and cultural life of classical Athens.
  Freshman course. For students who are beginning Greek or have studied less than two years of Greek in secondary school.
  Hour  O  MEANEY
  First semester: MEANEY
  Second semester: STAMBAUGH

201 The Golden Age of Prose
  Reading of selections from fourth century writers, especially Plato. The primary goal will be to develop speed and accuracy in reading Greek, and we will supplement readings in Greek with exercises in Greek prose composition.
Greek, Latin

Freshman and sophomore course. Prerequisite, Greek 101-102 or two years of Greek in secondary school.

Hour C

401, 402 Topics in Greek Literature
Selected readings in specific areas of Greek literature. These courses may be elected more than once for credit since their content is changed each year in accordance with students’ needs and interests.

For 1980-81 the topics are:

First semester: Greek Historians. Selections of Herodotus and Thucydides will be read in conjunction with readings on the historical background and modern criticism of each historian. We will discuss each author’s attitude toward history, the composition of his work and political thought.

Second semester: Homer’s Iliad. Reading of extensive selections from the Iliad. We will be concerned with the implications of oral composition for interpretative method and will study the poem as an important reflection of basic Greek values and cultural problems.

Prerequisite, Greek 201 or permission of the department.

Hour 401 N
402 R

First semester: MEANEY
Second semester: HOPPIN

LATIN (Div. I)

101-102 Introduction to Latin
A full-year course introducing the fundamentals of the Latin language in the first semester and continuing in the second with further study of grammar and readings from Catullus, Pliny and Vergil.

Freshman course.

Hour 101 O
102 B

First semester: HOPPIN
Second semester: MEANEY

201 Literature of the Late Republic
A study of one of the most important pivotal periods of Roman politics and literature. In the first part of the semester we will examine events on the political scene through the writings of Cicero and Sallust and in the second consider the manner in which Catullus reshaped the Latin poetic tradition and laid the foundations for the golden age of Augustan literature. Readings in the original will be supplemented by selections in translation, secondary sources and a review of grammatical principles.

Freshman and 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 E

MEANEY

401, 402 Topics in Latin Literature
Selected readings in specific areas of Latin literature. These courses may be elected more than once for credit since their content is changed each year in accordance with students’ needs and interests.

For 1980-81 the topics are:

First semester: The Rhetoric of Cruelty. A survey of Silver Age Latin with readings in the original and translation from the works of Tacitus, Suetonius, Lucan, Seneca, Persius, Juvenal, Petronius, Pliny the Younger and Martial.

Second semester: Literature of the Roman Republic. A survey of Republican literature emphasizing the assimilation of Greek forms and ideas into a Roman national literature. Reading in the original from Plautus, Terence, Lucretius and Cicero and from other authors in translation.

Prerequisite, Latin 201 or permission of the department.

Hour S

First semester: FUQUA
Second semester: STAMBAUGH
CLASSICS (Div. I)

493, 494 Senior Thesis
Recommended for all candidates for the degree with honors. This project may be of either one or two semesters duration.

497, 498 Independent Study
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.

COMPARATIVE LITERATURE (Div. I)

Chairman, Assistant Professor S. Knopp


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 adviser.

This interdepartmental structure will be supplemented by two additional courses and the submission of a senior dossier. Of the two courses, one will be a Winter Study course in Comparative Literature, the second is Comparative Literature 201 An Introduction to Comparative Literature. At the end of the fall semester of his senior year, the student will also submit to the Comparative Literature Committee a dossier containing at least two, and not more than four, papers which are comparative in nature and representative of the student’s interest in the field. One paper may be from the 201 course, An Introduction to Comparative Literature; the rest should come from regular course work in the major and minor literatures. On the basis of this dossier, which students are encouraged to put together in consultation with an adviser, the Comparative Literature Committee will review the student’s status in the program to determine whether he should complete his program as planned or remedy any deficiencies in it.

Prerequisites for admission to the program: 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; if English is not to be one of the two fields, the student must demonstrate the above proficiency in two foreign languages.

201 An Introduction to Comparative Literature (Same as English 217)
An exploration of four approaches to comparative literature: the study of influence, the study of generic traditions, the study of thematic traditions and the study of literary move-

*On sabbatical leave first semester 1980-81
**On leave first semester 1980-81
Computer Science, Contract Major

The course will include some exercises on translation and readings in criticism, but it will emphasize the study of major texts. Topics for 1980-81: 1) a long unit on Vergil’s *Aeneid*, Dante’s *Inferno* (with excerpts from the *Purgatorio* and *Paradiso*) Dostoevsky’s *The Brothers Karamazov* and poems by T. S. Eliot and Ezra Pound; 2) an introduction to either a significant literary movement (symbolism) or a significant genre (the nouvelle).

Students will be expected — and those taking the course for comparative literature credit will be required — to work with texts in the original languages whenever possible; the class as a whole will, however, work with translations. (The course satisfies the literary criticism requirement for English majors.)

Torgovnick

COMPUTER SCIENCE (Div. III)

Chairman, D. A. Kleier

Advisory Committee: Professor: Spencer. Associate Professor: D. Beaver. Assistant Professors: Bruce*, Colby*.

Computer Science is becoming increasingly important in a general education because of the expanding use of the computer as a tool in many fields, the pervasiveness of computers in our society, and because the algorithmic way of thinking inherent in programming is valuable in solving problems in other disciplines.

Introductory offerings are Computer Science 231, “Introduction to Computers and Computing” which provides a study of problem solving using the FORTRAN language; History of Science 232F, “Computers and Society” which gives a non-programming view of the computer field; and usually a Winter Study course in programming. Beyond this students may elect individual courses or they may take the computer science option of the math major. For detailed descriptions of courses see the History of Science and Mathematical Sciences Department sections. The College’s UNIVAC 1160 computer system provides the hardware support.

The Computer Science Program has served to provide recognition of students selecting a prescribed package of computer science and computer using courses. The new major sequence affects the content of and reason for the program. As a result, no formal registrations for the program will be accepted from members of the classes of 1983 and 1984. However, students who might have an interest in computing are urged to discuss their course selections with a member of the computer science committee. For students in the classes of 1981 and 1982, the program will continue to be offered. The course selections consist of:

- Computer Science 231 Introduction to Computers and Computing
- Computer Science 232 Programming Techniques
  (This course will be replaced by an independent study for students already registered in the program.)
- Computer Science 331S Programming Languages
- Computer Science 332 Algorithms and Data Structures
- History of Science 232F Computers and Society
- One additional course from the computer offerings or a computer related course in the student’s major.

Students registering for the program must file a plan of course elections with the Computer Science Program Committee.

CONTRACT MAJOR

A specially qualified and dedicated student with the talent and energy for working inde-

*On leave 1980-81
Contract Major

Independently may undertake a *contract major* — a coherent study of an interdisciplinary subject not covered by a regularly offered major. Such a major must be in an area suitable to the talents of faculty in residence and cannot be a regular major with one or two courses omitted. A contract major must have the coherence of a departmental or program major — i.e., disciplined cumulative study moving from an elementary to advanced level, culminating in a synthesis analogous to a senior major course. A contract major usually consists of a program of existing courses sometimes supplemented by courses of independent study and the senior course. As the following procedures indicate, considerable time is required for approval of a contract major. Interested students should begin to formulate their proposals early in the sophomore year. Before proposing a contract major, a student should give careful consideration to the advantages of working within majors already offered: pursuing an educational program developed by a faculty over a period of time and sharing similar educational experiences with other students working within the same major. Alternatives to a contract major include completing a regular major and co-ordinate program, a double major or simply working outside one's field in courses of special interest.

1) The student must initiate discussion with at least two members of the Faculty from different departments who expect to be in residence during the student's senior year and who are willing to endorse the contract major program and undertake a central role in supervising its implementation, criticism, evaluation and ultimate validation.

2) The student must submit to both sponsors a written statement for approval. (Forms are available in the Dean's Office.) The statement should contain:
   a) a description of the proposed major area of study and an explanation of why the contract major is necessary to pursue it;
   b) a list of all courses in the proposed major program and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course, must be completed for a contract major.
   c) a list of other courses, taken or anticipated to meet College distribution and degree requirements, including grades received in courses already completed.

3) The faculty sponsors, having approved the program, will submit it and their letters of endorsement and evaluation to the Dean for review at least two weeks prior to spring registration.

4) The Dean will forward these materials to the Committee on Educational Policy, adding recommendations regarding feasibility and an evaluation of the substance of the proposal. If necessary, the Dean will make comparative ratings of proposals because only a limited number of contract majors can be approved.

5) The CEP, after consultation with departments substantially affected by a proposal, will vote on each proposal individually and will report the decision to the Dean, who will notify students and sponsors before the spring registration deadline. If time necessary for CEP review demands it, the Dean may postpone notification of students and permit them to register late without penalty.

THE DEGREE WITH HONORS IN THE CONTRACT MAJOR

The route to the degree with Honors in the contract major will normally be a senior thesis requiring two semesters and a Winter Study of work. In special circumstances a student may propose to substitute a one-semester course or a Winter Study course for one of his or her thesis courses and write a minithesis. The contract major with Honors shall comprise a minimum of eleven semester courses or ten semester courses plus one Winter Study. One semester of independent study undertaken for the thesis may be allowed to fulfill the requirement for a senior major course.

The Faculty sponsors shall determine by the end of Winter Study whether the student is to be admitted to Honors candidacy. If not admitted to Honors candidacy, the student may elect not to continue further independent study. If admitted to Honors candidacy, the student shall submit a written thesis or minithesis to three Faculty readers, at least one of whom shall be a Faculty sponsor and at least one of whom shall not be a Faculty sponsor. The outside reader or readers shall be selected by the Dean in consultation with the Faculty sponsors. There will be a one-hour oral examination by the readers, and they shall make a final decision regarding Honors.
ECONOMICS (Div. II)
Departmental Staff for 1980-81

Chairman, Professor R. E. Bolton


MAJOR PROGRAM

Economics 101 Introduction to Economics
One Economics course numbered 201 to 227
Economics 251 Price and Allocation Theory
Economics 252 Income and Growth Theory
One statistical methods course, Economics 253, 351 or with special permission, 503
Three Economics electives, of which at least two must be selected from the courses numbered 351 to 388
Economics 401 Economic Policy Problems

The primary objectives of the major are to develop an understanding of economic aspects of contemporary life and to equip the student 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. A course in statistical methods (253, 351 or 503) equips the major to understand and apply the basic tools of probabilistic reasoning and quantitative techniques. Majors must take at least three electives in which they apply parts of the theory learned in the required theory courses. In the senior course the student studies a series of current policy problems, applying analysis and research methods.

THE DEGREE WITH HONORS IN ECONOMICS

To be admitted to candidacy for honors in economics a student must complete a substantial piece of independent research. Two routes to honors are open: the specialization route, which is taken by most students, and the thesis route which is available under exceptional circumstances.

a. Specialization route, consisting of these three units:
1. An advanced elective in economics taken prior to the spring of the senior year
2. An Honors Winter Study Project (W33) in January of the senior year
3. Economics 404 Honors Seminar

The first unit may be any economics course numbered between 351 and 388, and may count as one of the courses required for the regular major. A student interested in honors will identify a topic in the advanced elective and write an extensive research paper on it in the Honors WSP and in the Honors Seminar. A student must apply for candidacy early in the fall of the senior year by presenting a proposal for a Research Paper on a topic covered in an advanced elective. See the department’s course guide for more details.

b. Thesis route (Economics 493-W31-494)

*On sabbatical leave first semester 1980-81, on leave second semester 1980-81
**On leave 1980-81
***On leave first semester 1980-81
The student writes a year long thesis in the senior year. A student interested in this route must apply to the department before the end of the junior year, submitting a detailed proposal for work under the supervision of one faculty member. The WSP of the senior year is also spent on the thesis.

AFRO-AMERICAN STUDIES AND AREA STUDIES

A major in economics who concentrates in Afro-American or Area Studies may substitute the non-economics courses in the concentration for one lower-level elective in the economics major.

Note on Course Numbers: Courses between 201 and 227 are lower level electives and are open to freshmen who have taken 101. Courses between 251 and 350 are intermediate electives which do not build on specific prior experience, but do require some maturity, so they have any two economics courses or permission of the instructor as prerequisites. Courses above 350 are advanced electives primarily designed for economics and political economy majors and have theory prerequisites.

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 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 orthodox economic analysis, but also includes discussion of the limitations to orthodox analysis and alternative ways in which economic issues can be approached.

The department recommends that students follow 101 or 101S in the next semester or the following one with an economics course numbered from 201 to 227, in which economic analysis is reinforced and applied within a particular policy field.

Freshman course.

Hours 101 M, N, O, P, S, T
       101S O, P, S, T, U

[201 The World Economy (Not offered 1980-81; to be offered 1981-82.)

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. The world monetary system and the impact of reforms on future international economic relations. Students should not consider taking both this course and Economics 358 without consulting Professor Sheahan.

Prerequisite, Economics 101.

Hour]

[203 The Economic Role of Women (Not offered 1980-81; to be offered 1981-82.)

The impact of the economic role of women on society at various stages of economic development. Particular attention to analyzing economic aspects of the physiological, psychological and sociological demands upon the woman and on the structure of the household and consequences of these demands for the labor force participation and other aspects of the economy.

Prerequisite, Economics 101.

Hour]
Economics

204 Economic Development
An introduction to development problems of poor countries and implications for the international order. Basic problems of dualistic economies, investment and industrialization, export-import policies and income distribution within poor countries. Key social issues of political power, rural development, land reform, employment, education and population policies. Major international issues involving relationships between rich and poor countries, including food and energy interdependence, financial assistance, trading arrangements, multinational corporations and proposals for a new international economic order. Prerequisite, Economics 101.

Hour M

[205 Public Expenditures and Taxation (Not offered 1980-81; to be offered 1981-82.)
Economic functions of government expenditures and taxes in the American economy. The tax system from the standpoints of social equity and economic efficiency; issues of tax reform; revenue sharing as an approach to the financial problems of a federal system of government. Implications of tax and income maintenance policies from income distribution and alleviation of poverty and economic insecurity. Theory and practice in efficiently providing public services and investments in such areas as national defense, education, highways and natural resources. Prerequisite, Economics 101.

Hours ]

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 motivation and control within the large corporation. Restraints imposed on corporate behavior by competition, possibilities of new entry, antitrust policy and government regulations. Prerequisite, Economics 101.

Hour S

209 Labor Economics
Theories of labor markets, including determinants of labor force participation, investment in human capital, the relationships between unemployment and inflation. Problems posed for theories by divergence between theory and existing institutions. Attention to discrimination, youth unemployment, unions and collective bargaining, the effects of unions on distribution and equality of opportunity, and low income and public employee unionism. Prerequisite, Economics 101.

Hour N

211 Macroeconomics
A survey of macroeconomic problems of the American and other advanced economies: inflation, unemployment, productivity and growth. Development of analytical tools (at a lower level than in Economics 252) and application of them to analysis of public policy. Discussion of monetary and fiscal policies, "guidelines," controls, labor market policies, and oil import policies. Designed primarily for non-majors in Economics or Political Economy; does not count toward requirements for Economics major. Prerequisite, Economics 101.

Hour N

[212F Modernization and Change in Southern Africa (Not offered 1980-81; to be offered 1981-82.)
Economic growth or economic isolation: their impact on South Africa, including the role of international banks and international investors. The dependence of Botswana, Lesotho and Swaziland on South Africa, including the roles of migrant labor, tourism, South African investment, the Southern African Customs Union. Alternative development strategies:
Zambia, Malawi, Mozambique, including choice of aid sources, choice of attitude to liberation movements, choice of rural strategy, impact of mineral resources (or lack of them). Linking themes: landlockedness, the impact of civil wars next door, the importance of uncertainty, internal and external shocks.

Prerequisite, Economics 101.

**Hour 214 History of Economic Thought**

Major developments in economic thought from before Adam Smith through the Keynesian revolution. Emphasis will be placed on a comparison of the conceptual and analytic structures of Classical Political Economy (Smith, Ricardo, Mill) and Neoclassical thought with respect to the issues of value and exchange, production and distribution. Interaction between intellectual development in the fields and the development of economic theory. Attention will be given to the Keynesian critique and to Keynes’ attempt to develop a conception of the macroeconomy, and to the influence of the Keynesian Revolution on contemporary economic policy.

Prerequisite, Economics 101.

**Hour 215 World Food Problems (Not offered 1980-81; to be offered 1981-82.)**

Aspects of world food scarcity from numerous perspectives: 1) the green revolution and its aftermath, 2) environmental issues, 3) the role of multinational agribusiness, 4) theoretical and actual gains from trade, 5) the role of cash crops in foreign exchange balances of both U.S. and developing countries, 6) trends in dietary changes, 7) tenure, size of farms and technology, 8) population, 9) the role of U.S. aid and foreign policy and 10) government agricultural policy. General readings for each topic and assigned readings relating the topic to specific countries. Students will divide into groups responsible for reporting the country-specific material to the class for discussion and analysis. The country groups usually include 1) Brazil and Mexico, 2) India and China, 3) Philippines and Japan, 4) Kenya and Mali and 5) Yugoslavia and the Soviet Union.

Prerequisite, Economics 101.

**Hour 216 Urban and Regional Economics**

A public policy course which utilizes the tools of economics to analyze the problems facing American cities today. Discusses the economic forces which shape the size, structure and growth of cities. Examines the problems of poverty, discrimination, housing, education, transportation, pollution and local government finance. Suggests a variety of possible solutions and the tradeoffs and problems inherent in them.

Prerequisite, Economics 101.

**Hour 217S Environment, Energy and Resources**

Application of economic analysis to problems of pollution, preservation of natural environments, and renewable and nonrenewable energy resources and other resources. Theory of externalities, cost-benefit analysis as applied to environmental policies, optimal pricing of energy and exhaustible resources, income distribution effects. Critical evaluation of public policies.

Prerequisite, Economics 101.

**Hour 218 The Economics of Slavery and its Aftermath (Offered 1980-81; not to be offered 1981-82.)**

This course will analyze slavery and its impact upon the nation. Ante-bellum topics include the African slave trade, the profitability and efficiency of slavery, the motivation of slaves, urban slavery and industrial slavery. Issues under the legacy of slavery include agricultural tenancy, the role of country store merchants in exploiting tenants, discriminat-
[220] Economic History of the United States (Not offered 1980-81; to be offered 1981-82.)

The history of the economic development of the United States from colonial times through the Great Depression will be explored through economic analysis. Focusing on determinants of growth, topics will include: Colonial development, British Colonial policy, slavery and southern agriculture, northern agriculture, emerging manufacturing, urbanization and the changing role of government. A variety of source materials will be employed in an effort to understand both the specific history of the development of the U.S. economy and, more generally, the methodology and problems of historical research.

Prerequisite, Economics 101.

Hour T

[221S] Soviet Economic Experience (Not offered 1980-81; to be offered 1981-82.)

Central features of the experience in the Soviet economy and its implications for planning other systems. Basic Soviet institutions in planning, price setting, state enterprise incentives, agriculture, public finance and international trade. Successes and failures of the Soviet model in economic growth, efficiency in use of resources, consumer welfare and realization of Marxist goals. Comparisons with Eastern Europe, industrialized market economies and China. In the last third of the course the class will focus on topics of greatest interest to the students enrolled and (after a preparation period for independent study) will draw in part on student papers and oral presentations.

Prerequisite, Economics 101. Enrollment limited to 20.

Hour

[223] Current Economic Problems

101 ways to apply Economics 101. This course is designed as a rebuttal for all those students who comment that “Economics is an abstract and theoretical exercise which has no relationship to the workings of the real world.” Topics set at the beginning of the semester will include both national and local issues such as pollution, bribery, grade inflation, medical care, price controls, unemployment and housing at Williams. A short paper on a policy issue will be required.

Prerequisite, Economics 101.

Hours O, R, P

[224] Latin America: Conflict and Change

Obstacles to economic growth in Latin America, kinds of policies adopted to cope with them in different countries, degrees and nature of success in development, and tensions generated in both the economic and political domains by conflicts of interests and ideologies. Attention will be directed particularly to the ways in which Latin American countries relate to the outside world, to the question of who wins and who loses by alternative approaches to development, and to the ways in which the need for attention to economic efficiency may conflict with or promote desired structural changes.

Prerequisite, Economics 101.

Hour N

[227] Economic Change in the Middle East

Analysis of some distinctive economic processes that are changing the economies of Middle Eastern countries. The course will focus especially on Egypt, and the process of shifting from a highly controlled toward a more liberal economy; on Israel, and the process of pursuing rapid economic development despite resource constraints; and on Saudi Arabia, and the process of managing and investing large oil revenues. Students will do independent
study and short papers on distinctive economic problems in any of the Middle Eastern countries. The course will attempt to explore implications of the economic changes for internal political developments, prospects for peace between Israel and the Arab countries, and world petroleum and financial markets.
Prerequisite, Economics 101.

**Hour R**  

**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 alternative uses. The functional distribution of income. General equilibrium and welfare economics. Discussion of limitations of orthodox analysis and critiques offered by alternative theoretical approaches.
*Sophomore course.* Prerequisite, Economics 101 and any 200 level course in Economics. The section at hour O will use calculus; the prerequisite is Mathematics 107 or the equivalent. If you want this section, specify 20 at registration.

*Hours*  
251 M, O, R  
251S L, M

**252F, 252 Income and Growth Theory**  
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 and any 200 level course in Economics.

*Hours*  
252F U  
252 L, O, P

**253, 253S Empirical Methods in Economics**  
An introduction to applied quantitative economic analysis. The course will acquaint students with the empirical dimension in economic research by familiarizing them with the basic empirical methods used by economists and with their strengths and limitations. Emphasis throughout will be on the practical application of the principles being developed. The course neither presumes a knowledge of, nor uses, mathematics beyond simple algebra. Computer work will be part of the course, but no previous training in computers is expected.
*Sophomore course.* Prerequisite, two courses in Economics.

*Hours*  
253 L, M  
253S M

**312 Markets and Morals**  
The course explores relations between ethics and economic organization. Concerns include the economic functions of moral rules, the appraisal of economic institutions and policies from a moral point of view, and the impact of economic institutions and policies on people’s moral character and attitudes. Draws on historical and contemporary sources.
*Sophomore and junior course.* Prerequisite, two courses in economics or permission of instructor. Enrollment limited to 25. Preference given to students with a background in Philosophy.

*Hour R*

**316 Marxian Economics**  
A general introduction to Marxian ideas concerning economic life, with emphasis on the Marxian conception of the object and method of economic science, the theory of value and exchange, the theory of capital and production and the theory of accumulation.
Prerequisite, two courses in economics or permission of the instructor. Students with only 101, but with prior work in philosophy or political theory are urged to seek permission of the instructor.

*Hour T*
Economics

317S Managerial Economics
A survey of business finance, the stock market and managerial decision making. Emphasis on the stock market's social function in allocating resources, facilitating investment and providing incentives for firms. Topics include: rudiments of accounting; stock and bond prices; application of Capital Asset Pricing Model; investment and dividend policy; mergers; effects of the business cycle, inflation and government policy on interest rates, stock prices and firms' decisions.

Students write an extensive case study of some firm.
Sophomore and junior course. Prerequisite, two courses in economics.

Hour O

319 (formerly 318) Radical Political Economy
Analysis of domestic and international economic issues from a "radical" perspective, where radical means "getting at the root" of things utilizing the Marxian tradition in economic and social theory. Topics include: Marx's approach to economics; critique of neoclassical economics; creation and reproduction of advanced capitalism on a national and international scale: e.g., role of corporations, technology, racism, sexism, the state, education, imperialism; the current national and international crisis in analytical and historical perspective.

Prerequisite, two courses in economics.

Hour U

351 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. Focus on the detection and cure of problems which can bias or render inefficient the classical regression technique. A major research paper requiring use of the computer.

Junior course. Prerequisites, Economics 251 or 252 plus Mathematics 140.

Hour N

[354 Issues in Economic Theory (Not offered 1980-81; to be offered 1981-82.)]
Selected areas of economic theory shown from a more current and professional perspective than that contained in Economics 251 and 252. The specific areas of theory chosen to illustrate the richer world of economic analysis will vary by year and by instructor; but they currently include: a reexamination of the psychological underpinnings of "rational" consumer behavior; consideration of motives of the Firm other than simple profit maximization; the role of time in economic theory; anti-equilibrium analyses; the "new home economics"
Economies of marriage, family and divorce: uncertainty and information economics; “exit” as the economist’s paradigm versus the “voice” of political scientists.

Junior course. Prerequisite, Economics 251 and 252. Enrollment limited to 20.

357 Topics in U.S. Economic History
Study of a series of topics in U.S. economic history. Emphasis on the use of the tools and methods employed by economic historians in illuminating and explaining historical phenomenon. Topics will vary from year to year to match the interests of the class. Sample topics include economic factors in the American Revolution, property rights in the Wild West, diffusion of technology, the role of railroads in economic growth, tenancy in the South and the economies of the Civil War.

Junior course. Prerequisite, Economics 251. Enrollment limited to 20.

358 International Economics
Application of economic theory to international policy issues, with particular concern for the ways in which microeconomic and macroeconomic issues interact with each other. Analysis of the joint consequences for United States domestic economic choices and for the world economy of the movement to fluctuating exchange rates among the major industrial countries. Topics include: exchange rates and inflation; consequences for income distribution of trade and exchange policies, the possibilities for more outward looking strategies by the developing countries; export competition among the industrial countries; multinational corporations and the problem of applying economic principles to nations dealing with firms; national self-determination versus integration in the world economy; areas in which national economic control breaks down in dealing with international problems and possible paths toward better solutions.

Junior course. Prerequisite, Economics 251 and 252. Enrollment limited to 20.

360F Studies in International Trade and Finance
Analysis of some current topics in international trade and finance. Topics include the political economy of tariffs and the Tokyo Round of trade negotiations, trade preferences for less developed countries, the macroeconomic effects of high oil prices, the LDC debt problem, the short run determination of exchange rates and others.

Junior course. Prerequisites, Economics 251 and 252. Enrollment limited to 20.

362 The Multinational Corporation (Not offered 1980-81; to be offered 1981-82.)
Study of the modern multinational corporation and its impact on international trade and investment and on the effectiveness of national governments’ policies. Are multinationals insulated from effective control by host governments? Do their movements of capital aggravate monetary instability? Role of multinationals in spread of technology, determination of location of production in the international economy, and stimulation of competition and development of entrepreneurship in host countries. Competition among developing countries for foreign investment. Problems of taxation of multinationals. Case studies from international oil industry and other industries.

Junior course. Prerequisite, Economics 251. Enrollment limited to 20.

363 The Economics of Technological Change (Not offered 1980-81; to be offered 1981-82.)
Examines various theories of technological change and the empirical evidence relevant to those theories. Special attention given to introducing technological change into the theory of the firm. Implications for economic variables including aggregate output, its composition, balance of payments, employment, income distribution.

Junior course. Prerequisite, Economics 251. Enrollment limited to 20.
Economics

[364 Problems of Developing Countries (Not offered 1980-81; to be offered 1981-82.)
Advanced study of selected major issues in developing countries: agricultural growth and employment; industrialization and foreign trade policies; equalizing the distribution of income; financing the government sector; extent of dependence on foreign aid, etc. Students will choose individual countries (or geographic areas) for extra readings on the major issues, for class reports and for a term paper.
Junior course. Prerequisite, Economics 251. Students who have taken Economics 204 must obtain permission from the instructor. Enrollment limited to 20.

Hobble

[366 Environmental Economics (Not offered 1980-81; to be offered 1981-82.)
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. Enrollment limited to 20.

[367 Money and Finance
Analysis of the roles that money, financial institutions and corresponding governmental institutions play in the United States. The history of the Federal Reserve System, the role of monetary policy in the inflation process, the use of discretionary monetary policy to stabilize the economy, and the regulation of various banking institutions (including multinational banks) will be examined. The constraints placed on monetary policy by the international arena will also be studied.
Junior course. Prerequisite, Economics 252. Enrollment limited to 40.

Epstein

[370 Studies in the Public Sector (Not offered 1980-81; to be offered 1981-82.)
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.
Junior course. Prerequisite, Economics 251. Enrollment limited to 20.

[371S Economic Justice (Not offered 1980-81; to be offered 1981-82.)
A seminar examining normative and empirical aspects of economic justice, with special emphasis on problems of income distribution. Discussion of systematic theories of distributive justice, including utilitarianism and welfare economics, libertarianism, Rawls' theory of justice as fairness and Marxist/radical theories. Applied problems examined vary from year to year and are chosen from such topics as: alternative incentive systems, effects of education on income distribution, income distribution and economic growth, problems of inequality among nations and government's role in redistributing income.
Junior course. Prerequisite, Economics 251. Enrollment limited to 20.

[372 Urban Economics (Not offered 1980-81; to be offered 1981-82.)
Application of microeconomic analysis to issues of location, transportation, racial discrimination, poverty, housing, social services and local government as they apply to urban
areas. Development of urban areas will be examined to determine historical factors influencing these issues. Students will do an indepth analysis of an individual topic as it relates to a particular urban area.

**Junior course.** Prerequisite, Economics 251. Economics 253 will be useful but not essential. **Enrollment limited to 20.**

<table>
<thead>
<tr>
<th>Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>374 Forecasting and Stabilization Policy</td>
</tr>
<tr>
<td>The use of macroeconometric models for forecasting aggregate economic activity and for analyzing the effects of changes in monetary and fiscal policies. Intensive review of macroeconomic theory plus readings in the theory of macroeconomic policy and the theory of political business cycles. Students make extensive use of computer-based econometric models of the U.S. economy.</td>
</tr>
<tr>
<td><strong>Junior course.</strong> Prerequisites, Economics 252 and 253. <strong>Enrollment limited to 40.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hour</th>
<th>M, R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Van Duyne</td>
<td></td>
</tr>
</tbody>
</table>

| 375S Economic Demography (Offered 1980-81; not to be offered 1981-82.) |
| Examination of the economic implications of population size, composition and rate of change in the U.S., other developed countries and the less developed countries. Elementary demographic concepts; economic determinants of fertility, mortality, migration, and family characteristics and family stability. Effects of population on growth, employment and unemployment, demands for public services and the environment. Rapid population growth as a problem in developing countries; implications of slower population growth and changing age composition for the U.S. |
| **Junior course.** Prerequisite, Economics 251. **Enrollment limited to 20.** |

<table>
<thead>
<tr>
<th>Hour</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schapiro</td>
<td></td>
</tr>
</tbody>
</table>

| 378 Industrial Organization and Public Policy (Not offered 1980-81; to be offered 1981-82.) |
| Examination of the economic performance of American industry and how it relates to the structure of markets and public policy. The determinants of market structure and the nature of oligopolistic rivalry. Use of modern theories of managerial capitalism to study the large firm. Implications of uncertainty and risk aversion for firms’ behavior. The modern conglomerate firm. The nature and effects of antitrust legislation. The experience of specific industries and firms will be used as case studies. |
| **Junior course.** Prerequisite, Economics 251 and knowledge of basic calculus (Mathematics 107 is ideal). **Enrollment limited to 20.** |

<table>
<thead>
<tr>
<th>Hour</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradburd</td>
<td></td>
</tr>
</tbody>
</table>

| 380 The Economics of Time |
| This seminar examines the role of time in economic analysis with emphasis on the theory and applications of micro-timing — how economic events and relationships within the ordinary analytical time units of economic analysis (days, weeks, years) often explain otherwise mysterious economic behavior. Examples of applications are shift working, energy demand and pricing, work-timing legislation (especially Swedish flex-time and discretionary work hours) and addictive consumption. Students will keep and analyse detailed personal time diaries, participate in seminar discussions and do a research paper applying the analysis to local economic questions like shift working in North Adams factories or Williamstown’s Police Department, the staffing of the College over the year, or the variable pricing of ski lift tickets over the day, week and season. |
| **Prerequisites, Economics 251, some calculus and consent of the instructor.** |

<table>
<thead>
<tr>
<th>Hour</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winston</td>
<td></td>
</tr>
</tbody>
</table>

| 382 Health Economics |
| Application of basic micro-economic concepts to analysis of the health services industry, with some discussion of the related drug and insurance industries. Characteristics of the market for health services; deviations from the perfect competition model; necessary adap- |
Economics

Introductions of theories of consumption and production to model and market. Introduction of concepts of economic risk and uncertainty, and application to analysis of decision problems and to the insurance industry. Other possible topics include health manpower planning, health maintenance organizations, role of the American Medical Association, proposals for national health insurance.

Junior course. Prerequisite, Economics 251. Enrollment limited to 20.

388 Welfare Economics

Theoretical alternatives for economic organization which arise under conditions of market failure; implications for public policy. Topics include classical welfare economics, externalities, public goods, democratic voting theory. Other areas of discussion are economic inequality and the theory of income and wealth taxation.

Junior course. Prerequisite, Economics 251.

397, 398 Independent Study

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.

With permission of the department, an approved project may count as one of the two advanced electives required for the major.

Junior course. Prerequisites, consent of an instructor and of the department chairman.

401 Economic Policy Problems

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 and theoretical issues. A series of current 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. Possible topics are regional problems in the U.S., education and the family, inflation, implications of post-Keynesian theory, crime, psychology and economics. Several papers are required.

Senior course. Required course in the major. Prerequisites, Economics 251 and 252.

404 Honors Seminar

Research seminar for those candidates for honors in economics who are not writing a year long thesis. Candidates will meet frequently as a group to discuss problems common to all of them (such as empirical methods, data sources and theoretical approaches) and each one will report on his work at various stages for criticism by the group as a whole.

Senior course. Required for honors in economics unless a student writes a year long thesis. Prerequisite, completion of the Honors WSP (W33) and admission by the department.

493-W31-494 Honors Thesis

A year long research project for those honors candidates choosing this route to honors.

Senior course. Prerequisite, admission by the department.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Seniors majoring in Economics or Political Economy may, with the permission of the chairman of the Center, enroll in graduate courses given by the Center for Development Economics (described below). A Center course may substitute for an advanced elective in the major with permission of the chairman of the department.
501 Principles of Development Economics
Aspects of contemporary economic theory most directly applicable to development problems. Topics include principles of resource allocation; investment allocation criteria; operation of markets, prices and direct controls; modern income analysis and growth models; sources of economic progress; and interactions between growth and income distribution.
Hour  LM Tu., BC Fri.  

503 Statistics
Study of statistical techniques useful in applied economic analysis of development problems, and an introduction to the use of computers in statistical work. Topics include descriptive statistical measures, simple and multiple regression, sampling and statistical inference and problems that arise in estimating econometric relationships.
Hour  P Mon., Fri.  

504 Project Analysis
Relationship of project analysis to aggregate and sector planning; analysis of benefits and costs, the discounting process, estimation and use of shadow prices, alternative indicators of project desirability; allowing for external benefits and costs, income distribution criteria and other development objectives; case studies of various types of projects from industrial investments to social services.
Hour  LM Tu., BC Fri.  

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 the world monetary system.
Hour  BC Mon., LM Th.  

508 Public Finance
A systematic review of the many tax instruments available to developing countries. Emphasis on how such instruments work, their impacts on allocation of resources for development, and who bears the burden of taxes. Consideration of non-tax sources of revenue, government expenditure decisions and relations between fiscal policy and monetary policy.
Hour  BC Mon., LM Th.  

509 Development Planning
Goals and techniques of development planning; national accounts and aggregate economic projections; input-output analysis, interindustry models and projections and sectoral consistency; linear programming analysis and estimation of shadow prices; planning techniques and income distribution; regional economics and planning.
Hour  T  

513 Econometrics (Same as 351)
Basic methods of bringing economic theory and data together to provide guidance for policy formulation, including use of computers in econometric analysis. This course covers many of the same topics as Economics 503, but uses more advanced mathematics and devotes more time to applications of econometric techniques. Admission to the econometrics option rather than 503 depends on previous background in statistics and mathematics.
Hour  N  

RESEARCH SEMINARS

514 Income Distribution and Employment
The nature of income disparities and employment problems during development, the impact of other development policies upon them, and the effects of income redistribution on the development process.
Hour  T Tu., R Th.  

WATTLEWORTH
**Economics, English**

**516 Education and Manpower**
Analysis of the role played in the development process by the scarcity of skilled manpower and the contribution of the educational sector, both formal and non-formal, in overcoming that scarcity. Alternative models of manpower planning will be evaluated.

*Hour* P Mon., N Th.  

**518 Health Economics and Programs**
Application of economic analysis to the health services sector in developing countries, major economic and organizational issues that arise in programs to improve health services in rural areas and for poor families, interaction of health programs and population programs.

*Hour* N Tu., P Fri.

**520 Research Studies**
Each Fellow carries out an individual research study on a topic in which he or she has particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

*Hour* Arr.

---

**ENGLISH (Div. I)**

**Departmental Staff for 1980-81**

*Chairman, Professor JOHN REICHERT*

*Acting Chairman, Professor PETER BEREK*

Professors: M. BELL, BEREK, CARR, GIFFORD, L. GRAVER**, REICHERT*, SIMCKES, STOCKING.  
Associate Professors: R. BELL, BUNDZEN***.  
Assistant Professors: BATES***, ERICKSON, FIX, KNOPP, LANGSTON, MARGOLIS, RAAB, D. L. SMITH, TORGONICK, YAEGER.  
Lecturer: STEVENS.  
Visiting Lecturer: DERRICK****.  
Part-time Lecturers: S. GRAVER****, C. PARK.

**THE MAJOR IN ENGLISH**

The course offerings in English enable students to explore English and American literature in a variety of ways and to satisfy their interests in particular authors and literary periods, in the major types of literature — poetry, drama and fiction — and in creative writing. 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 103 Expository Writing, English 204F The Feature Film and English 281 and 283, the introductory creative writing courses, for which there are no prerequisites.) Normally all courses except the senior seminars are open to students not majoring in English.

The English major program is designed to encourage familiarity with a broad range of literature from the Middle Ages to the present day, to afford acquaintance with representative contexts in which one can appreciate literary works, and to foster an understanding of the nature of literary study. Each student can fashion his or her own sequence of study within a basic pattern that insures coherence and variety. This pattern comprises at least nine courses, including English 101, 301, 302, a senior seminar (402, 404, 406 and 408) and electives chosen from specified categories of courses described below. The selection of other courses should be made after consultation with a departmental adviser and in the light of the student's interests and prior experience.

---

*On sabbatical leave 1980-81  
**On sabbatical leave first semester 1980-81, on leave second semester 1980-81  
***On leave first semester 1980-81  
****First semester 1980-81
Majors are urged to select a balance of intermediate and advanced courses and, since the required survey courses are in English literature, to elect one or more courses dealing with literature by American writers, both white and nonwhite. 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.

Requirements

(1) The nine courses required for the major must include the following: English 101.

(2) English 301 The Middle Ages to the Enlightenment and 302 The Enlightenment to the Early Twentieth Century. (These courses are open to all students who have taken English 101.

(3) A major author course, concentrating on the work of one or two writers.

(4) A literary criticism course, in which the problems, methods or history of criticism are the object of study. (May be taken as a senior seminar.)

(5) A course in a particular kind of literature: literature, that is, of a specific genre (e.g., pastoral, epic, tragedy) or mode (e.g., allegory, satire), or literature preoccupied with a given subject (e.g., the supernatural, racial or sexual roles). Normally these courses will follow one or more kinds of literature through a considerable span of historical development or transformation. (May be taken as a senior seminar.)

(6) A senior seminar. The seminars provide students who will have pursued diverse areas of study the common experience of focusing on a basic literary problem. Each seminar is designed to satisfy either the criticism or the literary kind requirement, and each draws in some significant way on the readings of English 301 and 302.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers thesis and specialization routes toward departmental honors. Application to enter one of the programs must be made before or during spring term registration in the junior year.

THESIS PROGRAMS

The regular thesis program involves the completion of a substantial scholarly and/or critical essay, on a topic of the student's own choosing, during the fall semester and Winter Study Period of the senior year. (In exceptional cases, if the student is able to present compelling reasons for doing so, work on the essay may be done during Winter Study Period and the spring term of the senior year.) A candidate for the program should have at least a B plus (9.0) average in courses taken in English, but the department's decision to grant permission to write a thesis will not depend solely on course grades. A student wishing to enter the regular thesis program must secure the recommendation of a member of the department willing to act as the thesis adviser and the approval of the departmental Honors Committee.

The required length of the honors essay will depend on the particular nature of the student's project, and will be established, ahead of time, by the adviser. Normally, the essay should run to no more than 75 and no fewer than 35 pages, and is due on the last day of the Winter Study Period. The essay of a student who has received permission to begin the thesis in the Winter Study Period is due on the last day of classes in the spring semester. The awarding of honors will be decided by the department, on the recommendation of the adviser and a second faculty reader.

The creative writing thesis program involves the completion of a significant body of fiction or poetry during the fall semester and Winter Study Period of the senior year. (In exceptional cases, if the student is able to present compelling reasons for doing so, work on the thesis may be done during the Winter Study Period and the spring term of the senior year.) Normally, the requirement for admission will be outstanding work in an introductory and an advanced workshop, a recommendation from one of the creative writing teachers (who will then act as thesis adviser), and the approval of the departmental Honors Committee. The completed literary work will be submitted at the end of the Winter Study Period. The
English

awarding of honors will be decided by the department, on the recommendation of the adviser and a second faculty reader.

SPECIALIZATION PROGRAMS

The department invites qualified students to propose a cluster of related courses—courses dealing, for instance, with the same period or literary form, or with similar literary and/or cultural issues — as a program of special studies for honors. The specialization program consists of three related courses (at least two of which are given by the English department, and all of which will have been taken by the end of fall term in the senior year), participation in the honors colloquium (comprised of all candidates for honors in the specialization program) during the Winter Study Period of the senior year, and an oral examination on the student’s particular program administered toward the end of the Winter Study Period.

Normally an honors candidate should have at least a B plus (9.0) average in courses taken in English, and have done outstanding work in the three related courses, but the department’s decision to admit a student to candidacy will not depend solely on grades. A student wishing to present a program of special studies for approval must consult the Chairman of the departmental Honors Committee before or during the spring term of the junior year, and must secure the recommendation of a faculty member willing to act as sponsor. The sponsor and the student will determine, and communicate to the Chairman of the Honors Committee, the specific nature of the work to be done during the Winter Study Period. The decision regarding approval of the program will be made by the Honors Committee after spring term registration of the student’s junior year. The final decision regarding admission to the honors colloquium will be made when the student has completed all three prerequisite courses.

The three prerequisite courses must be taken before January of the senior year. Then, during the Winter Study Period, the student will attempt a synthesis or overview of the work done in these courses—in many cases by reading and comparing some secondary works which set out generally to describe or define the period, literary form or other issues constituting the area of specialization. Each student will make a presentation of work in progress to the honors colloquium — usually by selecting a brief literary text (a poem, short story or excerpt from a longer work) and explaining how it is representative of his or her area of specialization. Finally, toward the end of the Winter Study Period, the student will take an oral examination, given by his or her sponsor, the leader of the honors colloquium, and — when this seems desirable to the student and the sponsor — by one or more additional faculty members familiar with the student’s area of specialization. The awarding of honors will be decided by the department, on the recommendation of the student’s sponsor and the leader of the honors colloquium, based on performance in the three related courses, the honors colloquium, and the oral examination.

Students are encouraged to propose specialization routes of their own devising. The groupings listed below are meant only to suggest the kinds of specialization that might be proposed.

Medieval Studies — Three of the following: English 304, 305, 307 and any of the courses listed in the Catalog under “Medieval Studies.”

The Epic — Three of the following: English 304, 315, 360F and relevant courses offered by the Classics department.

The American Literary Tradition — English 207 or 207S plus two of the following: English 208, 220, 353S, 354, 355, 357, English/American Civilization 358, American Civilization 301 or 302.

LITERATURE COURSES

101, 101S The Study of Literature

An introduction to the close reading of poetry, prose fiction and drama through the study of several major writers. The course is designed to develop the student’s ability to understand and respond to works of literature through class discussion and the writing of critical essays.
Freshman course.


First Semester: RAAB AND MEMBERS OF THE DEPARTMENT

101S B, L, N, P

Second semester: BATES, C. PARK, TORGOVICK

NOTE: For courses in the writing of essays see 103 and 103S under the section WRITING COURSES.

NOTE: 200-level courses are open to upperclassmen and to freshmen who have credit for English 101.

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. (Major Author)

Hours 201 D, N, O

First semester: R. BELL, CARR, ERICKSON

201S D, L

Second semester: BEREK, C. PARK

202 Modern Drama
About fifteen plays from the theater of the last hundred years, from Ibsen and Chekhov to Lorca, Beckett and Pinter, with emphasis upon the dramatic innovations and intellectual explorations that distinguish the “modernist” movements in the work of leading European and American playwrights. Two essays and a final examination.
Prerequisite, English 101 or Theatre 101.

Hour 202 M CARR

[204F The Feature Film (Not offered 1980-81; to be offered 1981-82.)
An introduction to film narrative. The major emphasis will be on (1) the formal properties and potentialities of the film medium for telling stories; and (2) the individual styles and innovations of major directors in creating the ‘feature film’. Major directors include Renoir, Clair, Hitchcock, De Sica, Bergman, Fellini, Antonioni and others.
No prerequisites. (Literary Kind)

Hour 204F Conferences: BUNDTZEN]

[205 The Art of Poetry (Not offered 1980-81; to be offered 1981-82.)
This course will explore the nature of poetic expression and the sources of those special literary pleasures which distinguish the poetic from the prosaic through a study of types and forms (e.g., satire, narrative, sonnets, elegies), comparisons of several poems on the same subject and exercises in critical evaluation.
Prerequisite, English 101. (Literary Kind)

Hour 205 STOCKING]

207, 207S 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.

Hours 207 L, N

First semester: LANGSTON, YAEGER

207S T

Second semester: D. L. SMITH

208 American Literature from the Civil War to World War I
Readings for the course drawn from such writers as Emily Dickinson, Mark Twain, Henry James, Kate Chopin, Paul Laurence Dunbar, Stephen Crane, Robert Frost, Theodore Dreiser, Edith Wharton and T. S. Eliot.
Prerequisite, English 101.

Hours 208 L, N, T Tu. & R Th. LANGSTON, MARGOLIS
212 Southern Gothic
A survey of Southern literature from 1920 to the present, including works by Faulkner, Williams, Warren, Capote, Baldwin, O'Connor, Welty and McCullers. We will explore: (1) antebellum myths and the way they persist in the present, (2) Southern preoccupation with the violent and the grotesque, (3) the influence of an agrarian economy and fundamentalist religion, (4) the Gothic as a Southern mode.
Prerequisite, English 101. (Literary Kind)
Hour Yaeager

214 The Novel (Same as Literature in Translation 220)
(See under Literature in Translation for full description.)

216 Introduction to the Novel
Lectures on the novel as a literary form. Works by such writers as Fielding, Austen, Dickens, Eliot, Conrad, Joyce, Lawrence, Faulkner, Woolf, Ellison and Nabokov. The course will be team-taught and some conference hours will be scheduled for questions and informal discussion.
Prerequisite, English 101. (Literary Kind)
Hour R Bell, Fix

217 An Introduction to Comparative Literature (Same as Comparative Literature 201)
(See under Comparative Literature for full description.) (Literary Criticism)

220 Introduction to Afro-American Writing
This course will investigate the essential themes and tendencies which have characterized Afro-American writing in poetry, fiction and prose nonfiction. Major writers to be discussed will include: Paul Laurence Dunbar, W. E. B. DuBois, Langston Hughes, Nella Larsen, Zora Neale Hurston, Richard Wright and Ralph Ellison. We will conclude with a discussion of James Baldwin's No Name in the Street.
Prerequisite, English 101.
Hour D. L. Smith

222 African Literature of English and French Expression (Same as French 362)
This course is designed to introduce the student to the richness of African oral art and to the diversity of the African experience. Readings include such works as: indigenous oral narratives; the poetry of Senghor; Birago Diop's Les Contes d' Amadou Koumba; Camara Laye's L'Enfant noir; Sundiata, an epic from old 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; and Tutuola's The Palm-Wine Drinkard. French is not required, but a student wishing to read a text in the original language will be encouraged to do so.
Prerequisite, English 101.
Hour Julien

NOTE: 300 level courses are open to sophomores, juniors and seniors. Except for 301 and 302 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 The Middle Ages to the Enlightenment
A survey of the major figures and movements of English literature through the seventeenth century.
Major requirement. Open to all students who have credit for 101.
Hours Berek, Knopp

302 The Enlightenment to the Early Twentieth Century
A survey of the major figures and movements of English literature of the eighteenth and
nineteenth centuries.

Major requirement. Open to all students who have credit for 101.

Hours B, C, D, E

Carr, Gifford

[304 Dante (Not offered 1980-81; to be offered 1981-82.)

An intensive study of The Divine Comedy. Selected readings from the Odyssey, Plato and the Aeneid will situate Dante's poem in the context of European civilization's continuing preoccupation with an afterworld. Readings will be done in translation, with some use of the Italian text.

Prerequisite, English 101. (Major Author)

Hour 3

Gifford

305 Chaucer

A study of The Canterbury Tales and Troilus and Criseyde.

Prerequisite, English 101. (Major Author)

Hour U

311S Studies in Shakespeare


Students will be expected to master and to apply the theory of comic form developed by C. L. Barber, Northrop Frye and Anne Barton. Having established some standard elements of comic structure, we will then go on to examine the considerable variation in Shakespeare's use of the basic pattern at different points in his career. Special attention will be paid to endings. In what sense does a comic resolution resolve outstanding issues? Why are some happy endings convincing, while others are not? What are the ingredients of an effective, satisfactory comic conclusion? Plays to be studied include: The Comedy of Errors (early comedy), A Midsummer Night's Dream (masterpiece of the early phase), As You Like It (mature festive comedy), All's Well That Ends Well (problem comedy), The Winter's Tale (late romance).

Prerequisite, English 101. (Criticism)

Hour O

Erickson

313S English Renaissance Poetry and Prose (Not offered 1980-81; to be offered 1981-82.)

A study of major writers of the period which produced some of our greatest religious and erotic poetry. Among the authors to be studied: Sidney, Shakespeare, Donne, Marvell and Browne. English 301 is recommended but not required.

Prerequisite, English 101.

Hour

Berek

315 John Milton

A study of Milton's works emphasizing his development as poet and thinker, the last voice of the Renaissance in England. Readings: On the Morning of Christ's Nativity, L'Allegro, Il Penseroso, Comus, Lycidas, Paradise Lost, Samson Agonistes; selections from sonnets, prose writings and Paradise Regained.

Prerequisite, English 101. (Major Author)

Hour C

Park

321 Eighteenth Century Poetry and Prose (Not offered 1980-81; to be offered 1981-82.)

A study of the complexity and variety of the period from 1660-1800 through analysis of major works by Dryden, Pope, Swift, Fielding, Boswell and Johnson. Among the topics this course will consider are: the rise and development of such genres as the novel, satire, mock-epic and biography; the role of literary artists in the intellectual and cultural movements of the age; and the historical significance of the eighteenth century as the culmination of neoclassical humanism and the precursor of Romantic and modern literature.

Prerequisite, English 101.

Hour
English

324F Eighteenth Century Novel
A study of the first masters of English fiction, with particular attention to Henry Fielding (Joseph Andrews and Tom Jones), Samuel Richardson (Clarissa), and Laurence Sterne (Tristram Shandy) and with brief attention to one writer of prose fiction who preceded them (Bunyan, The Pilgrim's Progress) and one who followed them (Austen, Emma). Prerequisite, English 101.
Hour S

331S English Romantic Poetry
A study of the major poetry of Blake, Wordsworth, Coleridge, Keats, Shelley and Byron. The course will emphasize the revolutions in politics, philosophy and poetic expression that characterize the Romantic rebellion. Among the topics we will discuss are: the visionary experience, the conflict between reason and emotion, the discovery of self-expression, the fascination with the demonic and the celebration of energy (vs. order) as the standard of human excellence. Prerequisite, English 101.
Hour W

[335 The Realistic Tradition in the Nineteenth Century Novel (Not offered 1980-81; to be offered 1981-82.)
A study of realism as a literary concept and of the realistic tradition in nineteenth century fiction. Reading and discussion of works by Austen, Thackeray, Dickens, Eliot, James and a continental writer such as Flaubert or Tolstoy. Readings will not ordinarily duplicate those for English 216. Prerequisite, English 101. (Literary Kind)
Hour T

337 The Romantic Impulse in the Nineteenth Century Novel
Hour T

353S Modern Poetry
The development of modern poetry from the Pre-Raphaelites to the Black Mountain poets, with emphasis on the work of Yeats, Eliot, Stevens and Williams. Prerequisite, English 101.
Hour S

354 Contemporary American Poetry
Hour N

355 Baldwin, Baraka, Reed
This course will study the works of James Baldwin, Amiri Baraka and Ishmael Reed, three of the most highly-regarded Afro-American writers who have attained prominence since 1960. We will devote particular attention to the distinctive qualities of each writer while at the same time assessing the relationship of each to the dominant trends in Afro-American writing since 1960. Prerequisite, English 101.
Hour M
357 American Fiction from World War I to the Present
A study of modern and contemporary American fiction, including works by such writers as Anderson, Hemingway, Faulkner, Wright, West, Nabokov, Parker, Chandler, Mailer and Pynchon.
Prerequisite, English 101.

358 Literary Vocation and Social Identity in America (Same as American Civilization 358) (Not offered 1980-81; to be offered 1981-82.)
(See under American Civilization for full description.)

360F 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. (Major Author)

365S Studies in Dramatic Literature (Same as Theatre 310)
A study of tragedy as a literary and dramatic form from the Greeks to the twentieth century. We will address such questions as: What is a tragedy? What are the various critical views of tragedy? How have these views changed over time? How have directors and actors interpreted tragedies by the Greeks and Shakespeare over the years? How do various productions and changes in the 'text' reflect and alter an audience's perception of tragedy?
Readings will include plays by Aeschylus, Sophocles, Euripides, Kyd, Shakespeare, Racine, Ibsen, Williams, O'Neill and Beckett and criticism by Aristotle, Dryden, Hegel, Nietzsche and Frye. When feasible, films of the plays will be used for discussion of staging, direction, acting and production.
Prerequisite, English 101. (Literary Kind)

366 Modern British Fiction
A study of three major authors whose development and best work typify important aspects of the Modern Novel. Authors for 1980-81 will be James Joyce or Henry James, Virginia Woolf and D. H. Lawrence.
Prerequisite, English 101.

375S Psychoanalytic and Myth Criticism
This course will explore the theories of psychoanalytic and myth criticism and train students in their practical application to works of art. We will explore such questions as 1) How does the critic identify and illuminate "unconscious" elements in art? 2) Whose "unconscious" is being explored? a character's? the author's? the individual reader's? or a "collective unconscious"? 3) What is the relation between the conscious, shaping faculties of the artist and his personal psychological experience? 4) Do psychoanalytic and myth criticism provide insights into the "aesthetic" — that which makes a work of art beautiful and formally unique — or do they "reduce" works of art to other categories: e.g., neurotic symptom, the irrational, psychic disturbance? Theoretical readings will include selections from Freud, Jung, Levi-Strauss, Lacan, Frye, Crews, Mitchell and others. One play, one short novel, poems, fairy tales and films will be used for practice in applying these theories.
Prerequisite, English 101. (Criticism)

493-W31 Senior Thesis
SEMINARS FOR SENIOR MAJORS

402 Literature as Play
We will examine the notion that literature is a form of play that educates the reader vicariously through what Coleridge called "the willing suspension of disbelief." Beginning with a survey of the roots of the idea in Romantic aesthetics, the course will then move to consider three twentieth century consequences of the idea: text-as-persona, text-as-dramatic action and reader-as-player. We will consider specific literary works to test the different theories of play, and we will discuss the role of those ideas in contemporary literature. Readings from Kant, Schiller, Coleridge, Melville, Carroll, Nietzsche, Burke, Joyce, Kafka, Barthes, Gadamer, Ricoeur and Beckett.
Major requirement. Open only to seniors majoring in English. Enrollment limited. (Criticism)
Hour N Langston

404 The Arthurian Legend: Issues and Problems in Medieval Criticism
The seminar will take as its central text Malory's fifteenth century compilation of Arthurian stories and after a quick preliminary reading, try to define the kinds of critical problems and issues peculiar to a medieval text like this, whose roots go back to sixth century Celtic Britain, whose conventions and traditions are a complex blend of four centuries of conventional and traditional literature both in England and on the Continent, and whose difficulties cannot be resolved by the kind of good "close reading" that gets one so far with more modern literature. The main portion of the course will be devoted to exploration and evaluation of the major critical approaches available to medievalists through studies of the text (manuscript studies and philological analysis), history and archaeology, myth and folklore, patristic exegesis, and sources and analogues. In addition to the complete Works of Sir Thomas Malory, appropriate readings will be assigned from relevant primary and secondary sources.
Major requirement. Open only to seniors majoring in English. Enrollment limited. (Criticism)
Hour U Knopp

406 Epic
A study of three prominent epics drawn from classical antiquity, the Christian Renaissance and secular modernity: Homer's Odyssey, Milton's Paradise Lost and Joyce's Ulysses. The class will be conducted mainly through discussion, with emphasis upon narrative technique, conception of the hero, cultural values, literary tradition and generic development. Each student will submit two medium-length essays and deliver one brief class report.
Major requirement. Open only to students majoring in English. Enrollment limited. (Literary Kind)
Hour M R. Bell

408 American Romance
It has become a critical commonplace to describe the tradition of American fiction, especially before the Civil War, as a tradition of "romance" — often distinguished from the "novelistic" or "realistic" tradition of British fiction. We will read a number of so-called American "romances" by Cooper, Poe, Hawthorne and Melville in order to evaluate the "romance" hypothesis in a number of contexts. Of paramount importance will be the question of how (and how much) the debate over "romance" illuminates the actual achievement of American fiction.
Major requirement. Open only to seniors majoring in English. Enrollment limited. (Literary Kind)
Hour R M. Bell

WRITING COURSES

103, 103S Expository Writing
This is a course in basic problems of expository writing. It is not designed for students
interested in writing prose fiction or in simply polishing their style. Its goal is to teach students how to write a clear, well argued, intelligible paper. Readings will be taken from a writing handbook and a collection of essays. A substantial amount of writing will be assigned. Regular class meetings will be supplemented by individual conferences.

No prerequisite. Enrollment limited to 12 in each section.

Hours 103 R, T  
103S P, R

First semester: STEVENS, C. PARK  
Second semester: STEVENS, ERICKSON

281 The Writing of Poetry  
A workshop in the writing of poetry. Weekly assignments will present a variety of ways to approach the composition of a poem. Regular conferences with the instructor will be scheduled. Students will discuss each other’s poems in the class meetings.

No prerequisite. Enrollment limited to 15.

283 Introductory Workshop in Fiction  
A series of assignments will focus on problems that arise in the composition of short fiction or other imaginative prose. Students will discuss each other’s writing in workshop sessions and will schedule regular conferences with the instructor. Students should come to the first class with samples of their work.

No prerequisite. Enrollment limited to 15.

285 Intermediate Workshop in Fiction  
Students will be expected to complete six stories to be discussed in workshop sessions and individual conferences. Samples of previous work should be submitted to the instructor before registration.

Prerequisite, English 283 or permission of the instructor. Enrollment limited to 12.

282 Advanced Workshop in Poetry  
This course will combine individual conferences with workshop sessions at which students will discuss each other’s poetry. Considerable emphasis will be placed upon the problems of revision.

Prerequisite, English 281 or permission of the instructor. Candidates for admission should confer with the instructor prior to registration and submit samples of their writing.

Enrollment limited.

284 Advanced Workshop in Fiction  
Students will be expected to complete a continuous narrative of approximately sixty pages. Each work-in-progress will be discussed in workshop sessions. Individual conferences will take place at regular intervals. Open only to prepared and highly motivated students. Samples of previous work should be presented to the instructor before registration. Although the emphasis will be upon fiction, playwrights are welcome.

Prerequisite, English 283, 285 or permission of the instructor. Enrollment limited.

497, 498 Independent Study  
Unusually qualified and committed students who are working on a major writing or research project may confer with the English department about possible arrangements for independent study.
ENVIRONMENTAL STUDIES (Div. II)
Center for Environmental Studies Staff for 1980-81

Director, Professor T. C. Jorling


MEMBERS OF THE CENTER

Henry W. Art, Associate Professor of Biology
Donald deB. Beaver, Associate Professor of History of Science
Roger E. Bolton, Professor of Economics
John D. Eusden, Professor of Christian Theology
Benjamin W. Labaree, Adjunct Professor of History
Nathaniel Lawrence, Professor of Philosophy
William W. Locke, III, Assistant Professor of Geology
William R. Moomaw, Professor of Chemistry
Sheafe Satterthwaite, Lecturer in Art
Lauren R. Stevens, Lecturer in English
Ralph J. Townsend, Assistant Professor of Physical Education
Barbara-Jan Wilson, Director, Office of Career Counseling

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 perspectives for 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 understanding of the students’ major field of concentration.

The coordinated program is administered through the Center for Environmental Studies, located in Kellogg House. In addition to the environmental studies curriculum, students can also take advantage of the Center’s special library, study and meeting facilities. Opportunities for honors, 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.

The Center is also responsible for the management of the Hopkins Forest, Rosenberg Field Center and the Hopkins Forest Farm Museum, all of which provide opportunity for research and independent study.

Each year the Center for Environmental Studies awards the Tom Hardie Memorial prize for outstanding student work in Environmental Studies. Students submit work to the Director for consideration before the end of the spring semester each year.

Students may enroll in the coordinate program in environmental studies at the end of their sophomore year by registering with the environmental studies program in Kellogg House. However, freshmen interested in the program are urged to seek the advice of the CES staff in planning their freshmen and sophomore course selections. In addition to satisfying the requirements of a major department, they are required to complete the following:

Sequence courses — required of all CES students
101S Introduction to Environmental Studies
Biology 201 Environmental Biology

Core courses — required of all CES students
350 Perspectives on Environmental Analysis
403 Man and the Environment
Distribution Requirement

All CES students are required to take three courses; one chosen from each of the following described groupings. This distribution requirement will normally be completed by the spring of a student’s junior year.

Physical Environment

American Maritime Studies 211 Physical Oceanography
American Maritime Studies 221 Marine Ecology
Chemistry 200 The Environment and the Physical sciences
Environmental Studies 333S Contemporary Agricultural Systems
Geology 180 Environmental Geology
Geology/Environmental Studies 205 Energy and the Environment
Physics 332 Energy Sources: Realities and dreams

Historical Environment

American Maritime Studies 231 American Maritime Literature
Art 201 American Landscape History
Art 304/Environmental Studies 320 American Transport History
Environmental Studies 360F American Agricultural History
History 345S Man and Nature in America
History of Science 303 The Role of Science in Advanced Industrial Societies
History of Science 305 Technology and Culture

Controlled Environment

American Maritime Studies 301 Marine Policy
Art 303/Environmental Studies 319 Countryside Planning
Art 318 Environmental Planning and Design
Economics 217S Environment, Energy and Resources
Political Science 317 Environmental Law

Environmental Studies Electives

333S Contemporary Agricultural Systems
341 Land Use Controls
397, 398 Independent Study of Regional Problems
Winter Study

HONORS IN ENVIRONMENTAL STUDIES

Honors in Environmental Studies provides students with an opportunity to undertake an independent research project under the supervision of a member or members of the Center and to report on the nature of the work in two short oral presentations and a thesis.

Students who are enrolled in the Coordinate Program in Environmental Studies and who are candidates for Honors take the following in addition to the program listed above:

Environmental Studies 493-W31, W31-494 Senior Research and Thesis

The opportunity to undertake research and thesis work in the junior year is available to specially qualified students. Students desiring to pursue Honors in Environmental Studies should submit a written statement describing the project and its objective with the Center prior to the end of the student’s junior year. At this time a member of the Center will be designated as supervisor.

In Mid-October of their senior year, students will prepare a brief report of the status of the project for presentation to the CES Committee. At this point the student’s work will be reviewed for its quality and original character and advised whether the work is of sufficient stature to continue. During the last four weeks of the semester the CES Committee will hold group meetings organized around the discussion and criticism of individual theses. A recommendation for honors will be made on the basis of the thoroughness, independence and originality of the student’s work.

In order to be recommended for 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 Center. 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.
Environmental Studies

AGRICULTURAL COURSES

The Center, with the support of the Kellogg Foundation also offers two courses related to agriculture: Environmental Studies 360F, American Agricultural History and Environmental Studies 333S, Contemporary Agricultural Systems.

101S Introduction to Environmental Studies
A survey of basic environmental topics, including population, pollution, resource depletion, energy, land use, food production, ecology, economics and public policy. Although the course will focus on the contemporary dimensions of these topics and associated issues, attention will be given to historical and cultural contexts. The course will utilize a basic text and supplemental readings. There will be essays, a one hour exam and a final examination. Lectures plus discussion section, four hours per week.

Freshman course.

Hour C Conferences: Arr.

205 Energy and the Environment (Same as Geology 205)
(See under Geology for full description.)

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 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 S Satterthwaite

320 American Transport History (Same as Art 304)
(See under Art for full description.)

333S Contemporary Agricultural Systems
A discussion, seminar and field trip course dealing with biological, economic and policy aspects of contemporary agriculture and food production systems. Topics include: agricultural geography, nature of agricultural inputs, crop and animal production, decision making on the farm, marketing and distribution systems, present and future policy, diversity — stability relationships and possibilities of alternative agricultural systems.

This is one of the Kellogg Foundation supported courses at the Center. Open to students with some background in science, economics or serious interest in the topic. Economics 101 is suggested prerequisite.

Hour R Art

[341 Land Use Controls (Not offered 1980-81.)
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 studies. 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 Jorling]
Environmental Studies

350 Perspectives on Environmental Analysis
A course which aims at developing a realistic sense of the role of various perspectives on the environment through an investigation of issues in Berkshire County.
Methods will include readings in relevant literature, analyses of local case studies, group projects in Berkshire County, field trips and discussions with personnel from regional groups and agencies. Throughout the course, the appropriateness and effectiveness of various responses to the environment will be explored, including metaphorical, persuasive, quantitative, and impressionistic and scientific fact finding.
Junior course. Prerequisite, Environmental Studies 101 and Biology 201 and completion of the distribution requirement for the coordinate program. Open to sophomores who have completed all prerequisites. Lecture and discussion, three hours per week; field trips and labs up to three hours per week.

360F American Agricultural History
An exploration of the historical aspects of the production of food and fibre, concentrating on the American experience but preceded by anthropological and other evidence from both the New and Old Worlds. The evolution of rural settlements; the development of forest, range and crop land uses; the relationships of technology to rural societies; and the nurturing of rurality.
This is a part of the Kellogg curriculum at the Center.

397, 398 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.

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.

493-W31, W31-494 Senior Research and Thesis
Related Elective courses:
- Anthropology/Biology 205 Primate Biology and Behavior
- Anthropology 209 Human Ecology (Not offered 1980-81.)
- Art 413 Advanced Studio Architecture
- Biology 207 Organic Evolution
- Biology 308 (formerly 212) Community Ecology and Field Botany
- Biology 311 Advanced Animal Behavior and Ecology (Not offered 1980-81.)
- Biology 403 (formerly 312) The Biosphere and its Ecosystems
- Economics 216 Urban and Regional Economics
- Economics 366 Environmental Economics (Not offered 1980-81.)
Geology and Mineralogy

Geology 103 Oceanography and Limnology
Geology 204 Mineral Resources (Not offered 1980-81.)
Geology 312 Geomorphology
Religion 302/Sociology 308 Religion and Society
Sociology 216 Sociology of the Community (Not offered 1980-81.)

GEOLGY AND MINERALOGY (Div. Ill)
Departmental Staff for 1980-81

Chairman, Professor J. A. MacFadyen, Jr.

Professors: Fox*, MacFadyen. Associate Professor: Wobus. Assistant Professors: M. Johnson, Locke.

MAJOR PROGRAM

All geology majors are required to take the following five courses:
One geology course numbered 101 to 180
Geology 201 Mineralogy and Geochemistry
Geology 301 Sedimentation
Geology 306 Structural Geology and Elementary Rock Mechanics
Geology 401 Methods in Field Geology

They are also required to take any four 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. Geology majors are also required to take one of the following courses in the second semester of their senior year.
Geology 202 Igneous and Metamorphic Petrology
Geology 211 (formerly 212) Principles of Paleontology
Geology 302 Stratigraphy
Geology 305 Approaches to Marine Paleocology
Geology 306 Structural Geology and Elementary Rock Mechanics
Geology 312 Geomorphology
Geology 354 Statistics and Data Analysis in Geology

I 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.
Geology 180 Environmental Geology
Geology 204 Mineral Resources or Geology 205 Energy and the Environment
Geology 302 Stratigraphy
Geology 312 Geomorphology
(Students interested in the Environmental Geology option should consult with Mr. Locke.)

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 211 (formerly 212) Principles of Paleontology
Geology 302 Stratigraphy
(Students interested in Marine Ecology should consult the American Maritime Studies Program at Mystic Seaport.)
(Students interested in the Marine Geology option should consult with Mr. Fox.)

*On sabbatical leave second semester 1980-81
Geology and Mineralogy

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 302 Stratigraphy
- Geology 312 Geomorphology

(Students interested in the Physical Geology option should consult with Mr. Wobus.)

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, 108 and either Physics 100F (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: Geology 354 is recommended for Honor's Candidates.

101 Interpreting the Surface of the Earth

An investigation of the physical processes that continuously change the surface of the earth. The roles of waves, streams, wind and moving ice in the development of modern landscapes and in the deposition of modern sediments will be emphasized. Ancient sedimentary rocks and environments will be interpreted on the basis of their modern analogues.

Lectures and discussions; three hours per week; one two-hour laboratory per week (some involving field work), plus one all-day field trip to the Helderberg Plateau and Catskill Mountains of New York.

Hour C Lab. sections: Mon., Tu., Wed. Wobus, M. Johnson

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 to the Connecticut Valley and Western Highlands of Massachusetts.

Hour C Lab. sections: Mon., Tu., Wed. Wobus, M. Johnson

103 Oceanography and Limnology (Offered 1980-81; not to be offered 1981-82.)

A study of physical processes within oceans and fresh water lakes. The physical and
Geology and Mineralogy

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 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. 

[105 Weather and Climate (Not offered 1980-81; to be offered 1981-82.)]

A systematic study of the atmosphere as it pertains to the local weather experienced on the earth’s surface as well as major climatic zones. Among the topics to be studied will be heating and cooling, the structure of the atmosphere, clouds, major storm systems and world wide climates. The student will also be introduced to the study of ancient climates or paleoclimatology and the role that it plays in unraveling the earth’s history.

Lectures, three hours a week; exercises.

Hour

180 Environmental Geology

As the world’s population expands, the limitations of man’s physical environment become increasingly important with respect to the quality of life. This course will examine those physical processes and those properties of rocks and unconsolidated materials that significantly influence human activity. Specific topics include: coastal processes and problems, floods and flood control, surface water resources, water pollution, landslides, volcanic hazards, earthquakes and seismic hazards.

Lectures and discussions, three hours per week; one two-hour laboratory a week; field trips.

Hour B Lab. sections: Mon., Tu., Wed. 

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 or consent of the instructor.

Hour L Lab. section: Tu. 

202 Igneous and Metamorphic Petrology (Offered 1980-81; not to be offered 1981-82.)

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, where possible, to new theories of global tectonics.

Laboratory work emphasizes the study of individual rock units and rock suites in hand specimens and by petrographic and x-ray techniques.

Lectures and discussions, three hours a week; laboratory work, three hours a week; plus several field trips. Prerequisite, Geology 201.

Hour N Lab. section: Tu.
[204] Mineral Resources (Not offered 1980-81; to be offered 1981-82.)
A geological examination of the principal metallic mineral resources (iron, copper, lead, aluminum, etc.) in terms of their origin, occurrence, extraction and uses. The global distribution and reserves of these materials will be reviewed and compared with current patterns of consumption. Other topics include modern prospecting and mining techniques, environmental problems of the mining industry, mineral economics and mining law.
Lectures and discussion, three hours per week; lab and student reports, two hours per week; plus field trips (including one all-day trip) to mining operations in western New England and upstate New York.
Hour Lab. section: WOBUS

205 Energy and the Environment (Same as Environmental Studies 205)
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; and environmental impacts associated with various aspects of energy use.
Lectures and discussion, three hours per week; student projects; problem sets; field trips.
Hour M

211 (formerly 212) Principles of Paleontology (Offered 1980-81; not to be offered 1981-82.)
An introduction to the study of ancient organisms through fossil remains. Topics of discussion include: history of man’s intellectual recognition of fossils as organic remains; zoological and paleontological views on the species concept; current debate over the tempo and mode of evolution, relationship of ontogeny and phylogeny, the nature and possible causes of extinction, and the analysis of fossil communities to reconstruct the ecology of ancient environments.
Lectures, three hours a week; one two-hour laboratory a week; field trip.
Prerequisite, any 100 level geology course or consent of instructor.
Hour M Lab. section: Wed.

301 Sedimentation
A study of modern sediments and sedimentary rocks. 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 the instructor.
Hour N Lab. section: Th.

302 Stratigraphy
Study of the composition, sequence and correlation of layered sedimentary rocks as applied to geologic mapping and the reconstruction of ancient environments. Emphasis will be placed on the various methods of correlation based on physical means and the use of fossils. Plate migrations and the relationship between climate and depositional environments provide a model for the broad scale interpretation of sedimentary sequences.
Analyses of major North American stratigraphic sequences will be used to highlight the geologic history of the North American continent.
Lectures, three hours a week; three field trips.
Prerequisite, Geology 301 or consent of the instructor.
Hour O Lab. section: Fri.
Geology and Mineralogy

[305 Approaches to Marine Paleoecology (Not offered 1980-81; to be offered 1981-82.)]

Paleoecology is the study of ancient ecosystems, as interpreted through the relationship of fossil organisms and their depositional environment. Though approached by way of modern ecological concepts, the dimension of geologic time adds a unique perspective to this subdiscipline. Pertinent concepts developed by plant and marine ecologists will be reviewed with regard to their application to paleoecology. With this preparation, various insights and problems of marine paleoecology will be explored. Topics of discussion will include: fossil assemblages and their recognition, meaning of diversity and evenness, role of biological and physical controls in the structure of ecosystems; ecological succession in ancient communities, time recurrent communities as related to cyclicity in the physical environment; community evolution.

Lectures, three hours a week; field trips.
Prerequisite, Geology 212 or consent of the instructor.

Hour Lab. section: M. Johnson

306 Structural Geology and Elementary Rock Mechanics

The study of 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 L Lab. section: Mon. MacFadyen

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 influences. Topics include: chemical and physical processes that modify the landscape, weathering and soil development, climatic influences on landscape evolution, and analysis of landforms in terms of underlying bedrock composition and structure. The principles and practices of obtaining geologic data from topographic maps will be emphasized.

Lectures and discussions, three hours a week; laboratory, three hours a week; student projects; field trips.

Junior and senior course. Prerequisite, any 100 level geology course or consent of the instructor.

Hour M Lab. section: Th. Locke

[354 Statistics and Data Analysis in Geology (Not offered 1980-81; to be offered 1981-82.)]

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, metric 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. 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 Lab. sections: Fox]
401 Methods in Field Geology

The instruction and practice of commonly used methods of geological field investigations. Primary emphasis is placed upon interpretation of aerial photographs, photogrammetric techniques, geophysical surveys, and methods of systematic field observation and data collection. Students will prepare a report including a detailed geologic map of a selected area of diverse rock types and structure. Lecture and discussion, three hours a week; laboratories and field work, Monday afternoons.

Prerequisites, Geology 201 and 301.

493-W31-494 Senior Thesis
497, 498 Independent Study

GERMAN (Div. I)

Departmental Staff for 1980-81

Acting Chairman, Professor M. R. KATZ

Professor: CHICK. Assistant Professors: B. KIEFFER, ROCHE-GERSTEIN. Part-time Instructor: E. KIEFFER*

LANGUAGE STUDY

The Department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading and writing. German 101-W-102 covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 107 aims to develop facility in speaking, writing and reading and equips the student for advanced courses in German literature and thought. German 108 provides advanced and intensive practice in speaking.

Normally students take German 101-W-102, 103 and 107 in sequence; but those who earn a grade of B+ or better in 102 may skip 103 and proceed directly to 107. Students who have studied German in secondary school should take the placement test in September and consult department members to determine which course to take.

STUDY ABROAD

The Department strongly encourages students desiring to attain fluency in German to spend a semester or year studying in Germany, Austria or Switzerland, either independently or in one of several established and approved foreign study programs. German 107 or the equivalent and junior standing are normally prerequisite for acceptance. The one exception is the Wesleyan University Program in Germany, which accepts sophomores with as little as three semesters of language preparation.

LITERATURE IN TRANSLATION

The Department regularly offers courses on German literature in translation (German 203 and 204) for those students who have little or no knowledge of German, but who wish to become acquainted with the major achievements in German literary and intellectual history. The works read in these courses are acknowledged masterpieces of world literature.

ADVANCED STUDIES

The Department offers a variety of advanced courses for students who wish to investigate German literature and thought in the original. German 201 and 202 are given each year and

*First semester 1980-81
German

are recommended as preparation for 300 and 400 level courses. Each 300 level course is offered once every three years, allowing the student to gain comprehensive knowledge of German literature. The seminar (402) has a different topic every year and may be repeated. Students with special interests are encouraged to consult department members about the possibility of independent study (497, 498). German 107 or equivalent preparation is prerequisite to all advanced courses.

MAJOR PROGRAMS

Two routes are open to students desiring to major in German: German Letters, which emphasizes the study of German literature; and German Studies, which allows the student to pursue interdisciplinary studies of German cultural and intellectual history by combining German courses with courses in Philosophy, Art History, Music, History, History of Ideas and other appropriate fields.

The German Letters Route

Required courses
- German 201 The Mind of Germany I
- German 202 The Mind of Germany II
- German 402 Seminar

Electives
Six other German courses above 103. With the permission of the Department the student may substitute appropriate courses from other departments for up to two of these.

The German Studies Route

Required courses
- German 103 Intermediate German
- German 107 Composition and Conversation
- German 201 The Mind of Germany I
- German 202 The Mind of Germany II or one 300 level German course
- German 402 Seminar

Electives
Five courses selected from German offerings above 107 and offerings in other departments. Courses taken in other departments must be chosen in consultation with members of the German Department and approved by the chairman. Examples of appropriate courses in other departments are:
- Classics 104 Greek Mythology
- History 305S Modern Germany
- Music 211S Music in the Classic Era
- Philosophy 209 Philosophy of History

The Department urges all majors to spend a semester or a year in Germany, Austria or Switzerland.

THE DEGREE WITH HONORS IN GERMAN

At the beginning of the second semester of the senior year, students majoring in German may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will normally have established, in consultation with the Department, their qualifications for undertaking the project, the pattern of study to be followed, and the standards of performance.

Students may earn honors in German in the following ways:
1. Within the Department, (a) by completion of a senior thesis (German 493-494) of honors quality and one course of Winter Study Project clearly related to the thesis topic; or (b) by completion of three integrally related German courses, one of which may be a Winter Study Project and one an Independent Study.

NOTE: In all cases the candidate must complete a minimum of ten major level courses plus a Winter Study. Also, some of this work may be accomplished on foreign study at a German, Austrian or Swiss university.
2. The Interdisciplinary Pattern
This consists of the regular nine course German major plus two coordinate courses
in other departments or programs and either a Winter Study Project or regular independent study course designed to explore and develop the interdisciplinary topic. Some examples: Nietzsche and modern literature, The Weimar Republic as viewed by playwrights and historians, the wedding of poetry and music in the German Lied, Dürer and his world.

(Division I distribution credit is granted for all German courses above 102.)

101-W-102 Elementary German

A comprehensive introduction to German grammar utilizing all four linguistic skills: understanding, speaking, reading and writing. The class meets five hours a week; in addition, students complete seven one hour language lab assignments in each term. Credit granted only on successful completion of 102. Attendance at Winter Study Sustaining Program required.

Freshman course. For students with no previous preparation or with CEEB reading scores below 500.

Hours AL, DN

103 Intermediate German

Intensive grammar review. Practice in writing and speaking, vocabulary building. Readings in a variety of texts, mostly from the modern period.

Freshman course. Prerequisite, German 101-102 or equivalent preparation.

Hour B

107, 107S Composition and Conversation

The prerequisite to all advanced courses in German. Extensive practice in speaking and writing; reading in a variety of texts; introduction to literary analysis.

Prerequisite, German 103 or equivalent preparation or a grade of B+ or better in German 102.

Hour B

First semester: B. Keiffer

Second semester: Roche-Gerstein

108F Advanced Conversation

Intensive practice in speaking German. Discussions based on readings on the metamorphoses of German society and culture since 1918: the Weimar Republic, the Third Reich and World War II, postwar recovery, the division of Germany and Berlin, present-day West and East Germany.

Prerequisite, German 107 or equivalent preparation. Conducted entirely in German.

Hour D

201 The Mind of Germany I

Five critical periods in the intellectual, political and cultural history of German-speaking Europe: 800, the age of Charlemagne; 1200, the Hohenstaufens and the High Middle Ages; 1500, Renaissance and Reformation; 1800, the origins of modernity in Goethe, Schiller and the Romantics. Readings mostly in German.

Required of Majors. Prerequisite, German 107 or permission of the instructor.

Hour N

202 The Mind of Germany II

German culture and history from the time of Nietzsche and Bismarck. Representative readings from the turn of the century, Expressionism, Kafka, Mann, Hesse, Brecht, the Weimar period, the Nazi era and recent years. Readings mostly in German.

Hour N

203 Masterpieces of the German Theater in Translation (Same as Theatre 309)

A historical survey based on the great plays which have made the stage Germany’s forum for social, political and philosophical issues. Readings selected from the works of Goethe,
German

Kleist, Büchner, Ibsen, Wedekind, Hauptmann, the Expressionists, Brecht, Dürrenmatt, Weiss, Handke and others. Conducted in English.

**204 Masterpieces of German Prose in Translation**

An historical survey of novels, novellas and essays selected from the works of the greatest German prose writers: Goethe, Kleist, Heine, Keller, Fontane, Nietzsche, Thomas Mann, Kafka and Grass. Conducted in English.

**301 The Age of Goethe (Not offered 1980-81; to be offered 1981-82.)**

Readings in Lessing, Goethe, Schiller and the early Romantics. The course deals with the transition from the Enlightenment to modern times, the rediscovery of classical antiquity and German history, the development of German idealism and the concept of Humanität. Readings in German.

**302 Literature of the High Middle Ages**

Major literary texts of the Hohenstaufen era in their historical context: political conflict, social and emotional upheaval. Special emphasis on attitudes toward the "Other": myth and reality of "Woman," the "Orient" (Islam), the "Outlaw." Texts: Njal's Saga, the Nibelungenlied, Walther von der Vogelweide; letters of Heloise and Abelard, a survey of the lyric up to the precursors of Dante, Gottfried's Tristan, Wolfram's Parzival. Semester project, participation in Medieval Celebration.

Conducted in English. Readings in English bilingual format for poetry. Special readings in appropriate languages for students wishing credit toward German major or Comparative Literature concentration.

**303 The Twentieth Century (Not offered 1980-81, 1981-82; to be offered 1982-83.)**

An introduction to the major movements from Naturalism and Expressionism to the present day with texts selected from the works of Hauptmann, Rilke, Thomas Mann, Kafka, Brecht, Dürrenmatt, Grass and others. Readings in German.

**304 From Romanticism to Realism (Not offered 1980-81; to be offered 1981-82.)**

A survey of German literature and thought in the nineteenth century. Emphasis on the transition in literary and philosophical style from Romanticism to Realism. Readings in Novalis, the Schlegels, Brentano, Eichendorff, Heine, Stifter, Keller, Fontane, Nietzsche, Hauptmann and other writers and thinkers. Readings in German.

**305 German Poetry**

The history of German poetry from medieval times to the present. Close readings — Lesen and Vorlesen — of texts by Walther von der Vogelweide, Gryphius, Klopstock, Goethe, Schiller, Hölderlin, Heine, Mörike, Rilke, Trakl, Benn, Celan and others. Discussion of ideas about the nature of lyric expression. Readings in German.

**306 The Novelle (Not offered 1980-81, 1981-82; to be offered 1982-83.)**

Investigation into a peculiarly German narrative form based on close reading of stories selected from the works of Goethe, Kleist, E. T. A. Hoffmann, Keller, Storm, Thomas Mann, Musil, Kafka and Grass. Readings in German.
402 Seminar: The Turn of the Century
A consideration of the roots of Modernism as they developed in the decadent Vienna of Freud’s time and in Berlin, the thriving capital of an aggressive and newly powerful Reich. Readings in the imaginative work of Hofmannsthal, Schnitzler and Rilke; Hauptmann, Wedekind and Sternheim; also selections from the writings of Freud, Weininger and other culture critics. Readings in German.

Senior majors enrolled in the Seminar will arrange and conduct a department colloquium to be held in late April. Each will be responsible for the discussion of a topic or text to be selected early in the term.

493-494 Senior Thesis

497, 498 Independent Study

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.

509 Readings in 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. For graduate students. Others by permission of the department.

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

LITERATURE IN TRANSLATION

European Literature in English 220 The Novel (Same as English 214)
(See under Literature in Translation for full description.)

HISTORY (Div. II)
Departmental Staff for 1980-81

Chairman, Professor Dudley W. R. Bahlman*
Acting Chairman, Professor John M. Hyde**


THE FRESHMAN YEAR
The curriculum in History for the Freshman year is designed to familiarize students with modes of historcal reasoning and the range of historical evidence and to introduce them to a wide variety of the historical experience. It consists, therefore, of two types of courses: Freshman History Seminars (History 103, 105, 106 and 108) one of which is required of prospective majors and recommended for all students intending to elect further courses in History; and a choice from the introductory courses offered at the 200 level.

*On sabbatical leave second semester 1980-81
**Second semester 1980-81
***On sabbatical leave first semester 1980-81, on leave second semester 1980-81
History

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 may be used to satisfy two semester course requirements for the History major, both in the overall number of courses required and in meeting the group requirements within the major.

MAJOR PROGRAM

The major program in History affords each student an opportunity to fashion a sequence of study within a prescribed basic pattern designed to provide coherence, variety and a certain concentration in historical subject matter. It consists of at least nine semester courses, as follows:

Required Courses In the Major
At least one of the following Freshman History Seminars:
- History 103, 105, 106 or 108
- History 301 Studies in the Western Tradition
At least one of the following Senior Seminars. Both courses may be taken if a major prefers.
- History 401S Studies in the American Tradition: Types of Social Change and the Historical Understanding
- History 402 Studies in Comparative History: Marxism in the Non-Western World

In choosing their electives, majors must complete at least two courses in the field chosen for concentration before the Senior Seminar is taken, or in each of the fields if both seminars are chosen.

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 and above) 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 will choose one of the following courses of study:

1. Senior Thesis and Honors Colloquium

Candidates 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 493-W31-494 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 493-494 will be based on the thesis, oral presentation and participation in the colloquium.

2. Specialization

Honors applicants will complete at least two seminars (350+) plus a 300 level course (in some cases a 200 level) that relates to one of the seminars. Both seminars must require of honors candidates a research paper. In addition, candidates for honors by the seminar route must take a WSP (W30) as independent study during senior year that results in a paper based upon reading a half dozen or so books chosen in consultation with one of the seminar instructors, a project that will relate to some aspect of the seminar. The paper will be graded pass/fail, but will be considered part of the evidence to be evaluated at the end of the senior year when the final determination of honors is made.

At the end of the senior year each honors applicant will be given an individual oral examination of one hour by members of the department. Any student who does not maintain a calibre of work considered appropriate for honors, will be dropped from the program.

Final determination of those applicants who receive honors in history by the specialization route will be based on performance in the three courses, the WSP paper and the oral examination.

Candidates by the thesis and the specialization route whose work is judged by the department to be of particular distinction will be recommended for the degree with highest honors.

FRESHMAN HISTORY SEMINARS (History 103, 105, 106, 108)

These seminars are especially designed to help freshmen and sophomores explore and understand the past. Each seminar will have a limited enrollment in order to provide maximum opportunity for discussion. Readings selected for discussion will contribute to an understanding of both historical content and method, and the nature of history as an intellectual discipline will be explored. A research paper will be an important part of each course. All these seminars are intended to link up with the 200 level history offerings and to introduce themes explored in a broader setting in those courses, which a student can elect either before or after taking one of the 100 level seminars.

103 The Roots of Modern America

This course deals with four interrelated topics that are critical for an understanding of the American experience in the twentieth century: 1) the industrialization of the American economy, the growth of the national corporation as the dominant form of business organization and the accompanying growth of organized labor; 2) the rise of the modern city and the transformation of America from a predominantly rural to a predominantly urban civilization; 3) the major political and social reform movements that first attempted to meet the problems created by an increasingly industrialized and urbanized society: the Populist uprising and Progressive revolt; 4) the emergence of the United States as a world power and the onset of American imperialism.

Freshman and sophomore course.

Hours L, O, P, R

Dickerson, Marcaccio, Tracy

105 The Expansion of Europe

This course investigates the origins and nature of the expansion of European power and influence over much of the rest of the world from the time of the Crusades to the establish-
History

ment of the British Raj in eighteenth century India. Specific topics include the Crusades, the expansion of medieval Europe, the development of Italian commercial capitalism, the discovery and conquest of the New World, the struggle with Islam for command of the Mediterranean and the establishment of European hegemony in the East Indies and on the Indian subcontinent. Students will investigate the way in which such factors as disease, individual personality, economic greed, military technology, and messianic religiosity combined to establish European influence on a world-wide scale in this early period.

Freshman and sophomore course.

106 Europe in the Crucible: Wars, Collapse and Revival, 1914 to the Present

This course will concentrate on the impact upon European society of the two most cataclysmic events of the twentieth century: the First and Second World Wars. Specific topics for discussion will include the effects of "total war" on combatants and on the "home front"; the rise of Fascism and Communism; the Third Reich and the Holocaust; collapse of Europe after Hitler's War; the contemporary "European Renaissance."

Freshman and sophomore course.

108 The Non-Western World in the Age of Imperialism

During the course of the nineteenth century European technical achievements and industrial development, political centralization and administrative reforms, and convictions of cultural (and racial) superiority culminated in the dramatic extension of European imperial domination over most of the rest of the world. The course will first trace these developments and their impact within Europe as a prelude to examining the subordination of local economic activities, the transformation of social and political organizations, the effects of missionary activities, and the creation of colonial cultures among both the colonizers and the colonized in a number of case studies drawn from Africa, Asia and Latin America. Diaries, autobiographies and novels will be used to supplement the more usual historical sources to understand the attitudes and values of the participants within the context of broader structural changes.

Freshman and sophomore course.

200 Vietnam

This course examines the tremendous conflicts that have taken place since World War II in Vietnam, Kampuchea (Cambodia) and Laos. Novels, films and the recollections of participants will be used along with more standard historical works to see how the Communist movement started; why the United States failed to prevent the defeat of its South Vietnamese ally; what the effects of the war were upon the Vietnamese, Chinese and Americans; and why there has been continued instability and tragedy in the region. Individual research papers will be required.

Freshman and sophomore course. Group C

201 Chinese Civilization

This course investigates the traditional patterns of Chinese culture. It begins with Confucian, Taoist and Buddhist thought and then examines the ways in which these ideas manifested themselves in political and social life. Finally, it shows how traditional ideas determined China's reaction to Western imperialism. The course concludes with a consideration of the transformation of traditional patterns during the Nationalist period.

Freshman and sophomore course. Groups C and D

204 The Making of Europe, 300-1300 (Not offered 1980-81; to be offered 1981-82.)

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.

*History*

**Course Details**

- **205S 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 Reforms; 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*

- **206F Modern Europe 1815 to Present**
  - A topical study of modern European history.
  - Emphasis is placed on those ideas, individuals, 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 the framework of the course.
  - *Freshman and sophomore course. Group B*

- **210 Colonial and Revolutionary America: 1607-1789**
  - A study of the founding and growth of the British colonies in North America, the coming of the Revolution and the framing and adoption of the Constitution of 1787.
  - Source materials include biographies, community studies and contemporary propaganda.
  - Particular emphasis on the interplay among demographic, economic and political developments; provincial society and religious ideas; and the problems of imperial rule versus growing ambitions for self-government.
  - Lecture and discussion.
  - *Freshman and sophomore course. Groups A and D*

- **211 The New American Nation: Politics and Culture from 1800 through Reconstruction**
  - An analysis of the major social, economic and political trends that shaped the United States during the early and middle years of the nineteenth century.
  - Particular attention will be paid to the relationship between national politics and the factors tending to divide Americans in an era that witnessed the rise of the two party system, Jacksonian Democracy, the beginnings of industrialization and a sharp increase in the rate of immigration, the deepening controversy between the North and the South, and the coming and aftermath of the Civil War.
  - Readings will include contemporary sources, historical studies and biographies.
  - Lecture and discussion.
  - *Freshman and sophomore course. Group A*

- **214 Modern America: 1920 to the Present**
  - A study of the political, economic and social problems facing 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*

- **216 Greek History (Offered 1980-81; not to be offered 1981-82.)**
  - 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
History

rise and fall of the Polis.
Lectures and discussion. Consultation of the ancient sources in translation.

Freshman and sophomore course. Group D
Hour  D

[218  Roman History (Not offered 1980-81; to be offered 1981-82.)

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  MEANEY

[219 (formerly 321) African History: Cultural Change in the Pre-Colonial Era (Not offered 1980-81; to be offered 1981-82.)

The course will examine in detail select topics and themes of African history, concentrating on processes of social and cultural change at the local level prior to the nineteenth century. Topics to be studied include traditional society and culture, processes of change, the growth of states, and the impact of trade, including the slave trade, on social and cultural institutions. In the process, we will explore some of the more unusual sources historians use to reconstruct the African past, such as oral traditions, archaeology, comparative linguistics, ethnography and anthropology. Ethnographies, novels and films will also be used to gain a greater understanding of the African perspective.

Sophomore and junior course. Groups C and D

Hour  MEANEY]

[220 (formerly 322) African History: The Colonial Period and Independence

African peoples have been conquered, colonized and regained their independence during the past century. The course looks at African society prior to the colonial conquest, and then explores responses of Africans to European control and settlement, the development of cash economies, urbanization, education and Christian missionary efforts. It closes with an examination of some of the problems facing Africa today, including underdevelopment and continued white domination of South Africa. Ethnographies, autobiographies, novels and films will be used to supplement historical texts to achieve a greater understanding of values motivating African actors in the historical drama.

Sophomore and junior course. Group C

Hour  SPPEAR]

[253  Modern Japan (Not offered 1980-81; to be offered 1981-82.)

This course will utilize a wide variety of religious, social, political and literary materials to explore why Japan has developed into one of the major industrialized nations in the world. The syllabus will be divided into a section dealing with the relationship between traditional Samurai culture and Japan’s response to the West, a section showing how the modernization process broke down during the period of Fascism, war and the American occupation and a section analyzing aspects of contemporary Japanese society. Each student may choose to write either two short papers on suggested topics or a research paper in an area of particular interest. There will also be a final examination designed to sum up basic issues raised in discussions.

Freshman and sophomore course. Group C

Hour  SPPEAR

[261  Afro-American History through the Civil War (Not offered 1980-81; to be offered 1981-82.)

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
History

of Afro-American institutions; black leadership and the struggle for freedom. The course
ends with an analysis of the Civil War.

*Freshman and sophomore course. Group A*

**Dickerson**

262  **Afro-American History: Reconstruction to Present**

This course is designed as a sequel to History 261 and covers the period from Reconstruc-
tion to contemporary times. Particular attention is focused on the meaning of freedom for
blacks, the continuity and change in black institutions, migrations and 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*

**Dickerson**

264  **An Introduction to Economic History**

A survey introduction to Economic History which will provide students with a general
perspective on the historical origins and development of modern economic systems and
institutions. The course will survey the nature and pace of economic growth and develop-
ment in the West from neolithic to modern times, including such topics as: the Agricultural
Revolution and the rise of a Market Economy; the economy of the Ancient World; the
Commercial Revolution of the Middle Ages and the origins of Capitalism; the expansion of
European Imperialism; the Industrial Revolution; and the crisis of Capitalism in the Twen-
tieth Century. While concentrating primarily on the historical experience of Europe, the
course will also devote some attention to the impact of Western developments on the rest of
the world and to discussion of the relevancy of European models of economic development
for other cultures.

*Freshman and sophomore course. Groups B and D*

**Dickerson**

301  **Studies in the Western Tradition**

This course, designed primarily for History majors during the first semester 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.*

**D. Tharp, Waite**

303  **American Labor History (Not offered 1980-81; to be offered 1981-
82.)**

This course will trace the development of the American working class, beginning with the
rise of the factory system in 1815 and ending with a contemporary assessment of labor’s
social and economic condition. Several specific topics will be discussed. Among them are
the origin and changing purposes of trade unions; an historical evaluation of immigrants,
Blacks and women as major segments of the working class; the impact of the factory system
and advancing technology upon both skilled and unskilled laborers; and the relationship of
the law and government with American labor.

*Sophomore and junior course. Group A*

**Dickerson**

305S  **Modern Germany**

Main aspects of life and thought in five periods in German history: the eighteenth century,
the Empire of Bismarck and Kaiser Wilheim 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
History

German history in which they are particularly interested.

Sophomore and junior course. Group B
Hour C

[307] The French Revolution (Not offered 1980-81; to be offered 1981-82.)
An analysis of the origins, course and consequences of the French Revolution. The course will investigate the socioeconomic and political reasons for the Old Regime’s collapse in the Revolution of 1789, the destruction of the constitutional Monarchy, the establishment of a radical revolutionary dictatorship, the struggle to overcome the forces of Counterrevolution, the Thermidorian Reaction, and the transformation of Revolutionary France into Imperial France under Napoleon I. Special attention will be focused on the intellectual and economic origins of the Revolution, the role of crowds, social classes, and revolutionary personalities, the causes and consequences of the Reign of Terror, the social origins of the Counterrevolution, and the impact of events in France on the rest of Europe. Conflicting historical interpretations will be discussed, and attention paid to the problem of using the events of the Revolution to develop a theoretical model of violent social and political revolution.

Sophomore and junior course. Groups B and D
Hour

[309] Catholic, Protestant, Puritan in the Age of Reformation (Not offered 1980-81; to be offered 1981-82.)
A study of the religious movements of the sixteenth and early seventeenth centuries, of their late-medieval antecedents and of the intellectual and political forces that accompanied them. Emphasis will be on the magisterial reformers — Luther, Zwingli, Calvin — on Catholic reform and the Anglican religious settlements, on the left-wing Protestant sectaries and the religio-political legacy of Puritanism to Old and New England.

Sophomore and junior course. Groups B and D
Hour

[310] Family and Community in Early America (Not offered 1980-81; to be offered 1981-82.)
Extensive reading in primary and secondary sources and discussion of such topics as the structure of the family, functions of women and children and servants, demographic variations and change, the ideal community and the practical reality, social hierarchies and elites and the effects of geographic dispersal and economic development. Major focus will be on the seventeenth and eighteenth centuries, but the English background will also be examined and certain themes may be followed into the nineteenth century in America. Students will write a short essay and a longer research paper or essay on topics of their choice.

Junior course. Groups A and D
Hour

[311S] History of the Old South (Not offered 1980-81; to be offered 1981-82.)
During the course of the semester, we shall investigate two broad, interrelated topics: slavery in the antebellum South, and the impact of slavery on southern civilization. Our approach will be primarily topical. In the first half of the course, we shall look at subjects like the origins of slavery in British North America, the foreign and domestic slave trade, patterns of work and treatment, the nature of the master-slave relationship, resistance and rebellion and slave cultural, social and family life. The second half of the course will concentrate on the influence of the institution of slavery on the mind, social structure and economy of the Old South, and slavery’s impact on southern politics and the decision for secession in 1860-61. Classes will be primarily discussion. A midterm, a final exam and a brief paper (to be worked out in consultation with the instructor) will be required.

Sophomore and junior course. Group A
Hour
313S  The Rise of American Business
This course will examine the complex process that saw business enterprise move from a
marginal position in the largely agrarian society of the early colonial period to become, by
the middle of the nineteenth century, the principal force shaping American culture. Specific
individuals and the choices they made, the role of public and private institutions and major
factors affecting overall economic growth and development will each receive attention in a
series of detailed, topical inquiries.
Junior course. Group A
 Hour  R

314  Western Europe Since World War II
An examination of the pattern of devastation, resurgence and crisis that has marked West
European history since 1945. Emphasis is placed on the reconstruction of war-torn Europe
along ‘‘non-ideological’’ lines of political democracy, social fluidity and rationally managed
economic growth; on the malaise and counter-cultural protest engendered by the successes
of the consumer society; on the enormous strains posed for the post-war order by the
threatened disruption of its economy bases; and on the options available to Western Euro­
peans as they confront their uncertain futures. Attention is directed chiefly, though by no
means exclusively, to the post-war experience in France, Italy, West Germany and England.
Junior course. Group B
 Hour  O

316  American Social Thought Since the Civil War
This course will first examine the impact of Darwinism, industrialization and profession­
alization on American thought in the late nineteenth and early twentieth centuries. Particular
attention will be given to Sumner, Ward and Bellamy. The course will then concentrate on
the effect of the two world wars, the Great Depression and the Cold War on American
intellectual life. A paper will be required.
Sophomore and junior course. Group A
 Hour  T

319  History of Williams College
A topical and documentary investigation of the development of Williams from a small
evangelical country college into a major institution of liberal learning. The shaping of the
college’s purposes, functions and identity will be explored through appropriate readings,
use of the college’s Williamsiana collections and class discussion. The history of Williams
will be closely related to developments in education and other areas of American society.
Sophomore and junior course. Group A
 Hour  M

320F  Modern Britain
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  N
History

[323 Tudor and Stuart England, 1485-1714 (Not offered 1980-81; to be offered 1981-82.)

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

326 Modern France

A study of the development of France from the Revolution to the Fifth Republic, The recurrent crisis 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

328F History of Canada

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

[330 The Chinese Communist Regime (Not offered 1980-81; to be offered 1981-82.)

This course analyzes the efforts of Mao Zedong and his successors to make China into a modern Communist nation. Among the topics to be discussed will be the relationship between traditional Chinese culture and Maoism, the struggle between the ideological and pragmatic lines of development, population and food policy, and the nature of "freedom" in the Chinese Communist regime. The course will include an hour test, a research paper on topics of interest to students and a final examination that asks students to analyze a piece of current Chinese Communist propaganda.
Sophomore and junior course. Group C
Hour

333 The Habsburg Empire and Independent Eastern Europe, 1848-1953

A survey of the political, social, economic and intellectual history of the Habsburg Empire and successor states from the revolutions of 1848 and subsequent attempts to reorder the Empire to the collapse of the independent successor states and their domination by the Soviet Union after the Second World War. Particular attention will be paid to the question of nationality and the problems besetting a multi-national state in an era of increasing state centralization and national self-consciousness, the peculiar position of Hungary within the Empire after 1867 and the different responses of the Austrian and Hungarian parts of the Empire to the preceding problems, the traditions and aspirations of the different national groups within the Empire, the collapse of the Empire and the formation of the successor states after the First World War, and the problems confronting and experience of these states in the inter-war period.
Sophomore and junior course. Group B
Hour

334 The Diplomacy of the United States as a World Power, 1900 to the Present

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 East Asian policy; to the origins and results of United States involvement in two World Wars; to Russo-American and Sino-American rivalry in the context of the Cold War, and to changing American global concerns in the aftermath of the failure in Vietnam. 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. Approximately half the classes will consist of lectures and the other half will be class discussions based upon common reading.

Sophomore and junior course. Group A
Hour D

337 Russian History to 1855
A survey of political, social, economic and intellectual history to the end of the Crimean War. Some attention will be paid to the Kievan and Novgorodian states, but primary emphasis will be given to the political, cultural and social foundations and rise of the Muscovite autocratic state and its transformation into the Russian Empire beginning with Peter the Great, to the social, economic and political changes that accompanied this transformation and the increasing intrusion of the Russian Empire into European politics and to the intellectual response to these changes and Russia's increasing contact with Western Europe.

Sophomore and junior course. Groups C and D
Hour O

338 Russian History, 1855-1964
A survey of Russian political, social and economic history from the accession and 'great reforms' of Alexander II to the 'hare-brained schemes' and deposition of Khrushchev. Emphasis will be placed on the problems arising from the interaction between Russia's geopolitical conditions and its need to compete successfully within the European, and subsequently world, state system; on the governmental and intellectual response to these problems; and on the extent to which autocratic principles and Orthodoxy, West European ideas, and Marxist-Leninist ideology influenced these responses. Particular attention will be paid to the Revolution of 1917 as manifestation of these problems.

Sophomore and junior course. Group C
Hour O

[339 The Mind of Europe in the Nineteenth Century (Not offered 1980-81; to be offered 1981-82.)
A survey of the major configurations of European thought and culture as they evolved from Hegel's day to Nietzsche's in response to both intellectual and social factors. In addition to Hegel and Nietzsche, key thinkers to be examined include Comte, Mill, Marx, Bakunin, Wagner and Darwin. Themes to be considered include romanticism and the scientific tradition of the Enlightenment, the Hegelian synthesis and its left and right wing heirs, the rise of radical social theory, and the challenge of irrationalism and cultural decline. A central objective is to bring into focus inclusive intellectual and social patterns that link together activity in science, the arts, social thought and philosophy.

Sophomore and junior course. Group B
Hour N

D. Tharp]
History

342 Quantification in History
This course is designed to provide a substantial training in quantitative reasoning and methods as well as extensive training in actually doing quantitative history using primary sources. Students will be introduced to the debate over quantification in history, and will undertake independent research projects which involve the creation of historical data sets and the use of the computer’s statistical programs to process and analyze the data. The course will be interdisciplinary in nature and will include social, economic, political and intellectual history in a variety of time periods. It will familiarize the student with the most important quantitative concepts and techniques used by historians in explaining human behavior in past time. The course is open to any student, but should prove particularly helpful to present or prospective history majors who intend to write quantitative senior theses or undertake significant independent quantitative research.

Junior course. Enrollment limited.

Hour RS Th.

345S Man and Nature in America (Not offered 1980-81; to be offered 1981-82.)
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 Labaree]

347S The Renaissance (ca 1350-1520) (Not offered 1980-81; to be offered 1981-82.)
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. Groups B and D Hour W Wood]

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 M Marcaccio

EITHER

401S Studies in the American Tradition: Types of Social Change and the Historical Understanding
The purpose of this course is to consider how Americans have thought and acted about the process of change in society and whether or not an American “tradition” has developed over the years in response to the demands of social change. Selected case studies for analysis will be chosen from the following: the decision for independence in 1776; Lincoln, the abolitionists and segregation; imperialists vs. anti-imperialists in the 1890’s; early twentieth century industrialists and reformers; controversy over the emergence of the welfare state; civil rights crusade of the 1950’s and the women’s rights movement of the 1960’s and the 1970’s; and the relationship between economic growth and environmental problems.

Senior course. Optional requirement in the major.

Hours TU Tu., W Bostert

OR
402 Studies in Comparative History: Marxism in the Non-Western World
This course will deal historically with the ways in which Marxist theory has been applied to political and economic conditions within the “non-Western” world. It will begin with a discussion of the ways in which Lenin and Stalin adapted Marxist writings to the Russian context, and then show how Marxist analysis has been applied in recent years by revolutionary leaders in selected parts of Asia, Africa and Latin America.

Senior course. Optional requirement in the major.
Hour TU Fri.  

FROST, WAGNER

W30 Senior Project
To be taken by candidates for honors other than thesis route.

493-W31-494 Senior Thesis

497, 498 Independent Study

SEMINARS

351 Women, Womanhood and Reform: The Nineteenth Century American Experience (Same as American Civilization 351)
(See under American Civilization for full description.)

[353 The Twenties in America (Not offered 1980-81; to be offered 1981-82.)
This seminar will concentrate on American politics, social thought and culture. Particular attention will be given to social criticism, the legacies of the First World War, reform, and the literature and historiography of the 1920’s. There will be class discussions and a term paper.
Junior course. Group A Enrollment limited.
Hour MARCACCIO]

[354 The Victorian Age (Not offered 1980-81; to be offered 1981-82.)
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 BAHLMAN]

356F Studies in the History of American Education
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 W RUDOLPH

[357 The Diplomacy of the Cold War, 1945-1963 (Not offered 1980-81; to be offered 1981-82)
An intensive study of the diplomacy of the United States vis a vis the Soviet Union, the People’s Republic of China and the Communist world during the origins and first two decades of the Cold War. Special attention will be paid to the following topics: the controversy over 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; and the causes and consequences of the Johnson administration’s embroilment in Vietnam.
Junior course. Group A Enrollment limited.
Hour BOSTERT]
History

[358  Europe in the Era of World War I (Not offered 1980-81; to be offered 1981-82.)
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. Discussion, individual conferences and a term paper.
Junior course. Group B  Enrollment limited.
Hour  HYDE]

[360  The Era of Reconstruction: The “New South” (Not offered 1980-81; to be offered 1981-82.)
The seminar will concentrate on the most important topics in southern history during the period 1865-1914: Presidential Reconstruction; Radical rule in the South; Conservative “re­demption” and rule in the post-Reconstruction years; tenancy, sharecropping and the rise of agrarian radicalism; southern Progressivism; and the coming of “Jim Crow” — racial segregation — in the late nineteenth and early twentieth centuries. Readings will concen­trate on the important works of significant southern historians. The major piece of work in the course will be a research paper based at least in part on primary sources.
Junior course. Group A  Enrollment limited.
Hour  DEW]

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  TU Tu.

362  The American Revolution
An examination of the ideological and social aspects of the movement for American Independence, 1760-1790, with a focus on the communities and careers of selected Patriots and Loyalists, Federalists and Anti-federalists. We will also survey the historiography of the Revolution, from contemporary accounts to recent analyses. Class will meet once a week for discussion of readings and progress reports on individual projects; requirements are substantial participation in classroom work and one long research paper.
Junior course. Groups A and D  Enrollment limited.
Hour  RS Th.

365  Contemporary Asia (Not offered 1980-81; to be offered 1981-82.)
This seminar is designed primarily to allow students who have had a course in the area the chance to pursue particular topics of interest. The first part of the course will compare historians’ judgments of the reasons why Japan industrialized in the late nineteenth century while China did not, the relationship between this industrialization and the rise of fascism and communism, and the quality of life in Asia today. The remainder of the seminar will then be devoted to the preparation and presentation of individual student research papers. Comparisons with European or American civilizations will be encouraged.
Junior course. Group C  Permission of instructor required.
Hour  FROST]

368  Twentieth Century Germany (Not offered 1980-81; to be offered 1981-82.)
An intensive topical study of key problems in recent German history: war and revolution, the failure of democracy, Hitler, the postwar period.
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**

**369 Studies in the History of Thought (Same as History of Ideas 301)**

A selective study of the materials and methods of historians of thought. The seminar covers a spectrum of intellectual historical subject matter ranging from working class consciousness in early nineteenth century England to the esthetic commitments of the avant-garde in France before World War I to revolutions in natural scientific theory. Among the approaches considered are the history of "unit ideas," the "spirit of an age," structuralism, the sociology of knowledge and psychohistory. Emphasis is placed on the problems 1) of interpreting texts (what was said?) and 2) of explaining the reasons or causes behind their utterance (why was it said?).

**Junior course. Group B Enrollment limited.**

**Hour**

**D. Tharp**

**370 Studies in the Comparative History of Slavery in the Americas**

An intensive study that will focus on the development of slavery in the Western Hemisphere and explore the differences and similarities among selected slave societies both in the Americas and the Caribbean. It will also assess the impact of slavery as it affected both the status of free blacks and the subsequent development of race relations in various parts of the New World. Readings for discussion and a term paper designed as the major project in the seminar.

**Junior course. Group A Enrollment limited.**

**Hour**

**Dickerson**

[371 The Diplomacy of the United States Towards Nationalist and Communist China, 1925-1979 (Not offered 1980-81; to be offered 1981-82.)]

An intensive study of American reactions — both official and unofficial — to a China undergoing a half century of drastic change in a time of nationalism, revolution and war. Special attention will be paid to an assessment of American policy in relation to the following: Chiang Kai-shek's Nationalist movement during the 1920's and 1930's; the Sino-Japanese conflict and World War II; the triumph of Mao and the Communists; the clash in Korea and its aftermath of Cold War in East Asia; the problem of Taiwan; the Kissinger-Nixon opening to China; and the normalization of relations with the People's Republic of China in 1979.

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.**

**Hour**

**Bostert**

[376 Studies in European Economic History (Not offered 1980-81; to be offered 1981-82.)]

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.**

**Hour**

**Wood**
HISTORY OF IDEAS (Div. I & II)

Chairman, Associate Professor M. C. TAYLOR


MAJOR PROGRAM

Sequence courses

History of Ideas 101 The Greek Idea of Human Excellence
History of Ideas 102 Hebraic and Christian Vision
History of Ideas 201 Turning Points in Scientific Ideas

Either

History of Ideas 203 The Philosophical Reformation

or

History of Ideas 204 Enlightenment and Romanticism

or

History of Ideas 205 History and the Novel
History of Ideas 301 Studies in the History of Thought
History of Ideas 401 Senior Seminar

Parallel courses

Four additional semester courses approved by the Committee.

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, literary, 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 senior seminar is devoted to the production of a substantial synthetic essay in the general area of the student’s concentration. Topic for 1980-81: Philosophy of History.

THE DEGREE WITH HONORS IN THE HISTORY OF IDEAS

Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. Candidates pursuing this route should submit their thesis proposals during the spring of their junior year. During their senior year they will be required to devote to their projects two semesters of independent study and the Winter Study Period (W31).

The second route is available only to students the focus of whose electives in the major falls into one of the following broad areas: 1) History of modern philosophical and religious thought; 2) Literature and the History of Ideas; 3) History of Political Thought. Candidates pursuing this route will be required to take six parallel courses and a Winter Study Project in their area of focus instead of the usual four courses. They will also be required to have

---

*On sabbatical leave second semester 1980-81
**On sabbatical leave 1980-81
***On leave second semester 1980-81
History of Ideas

completed a total of five such electives by the end of the first semester of their senior year. At the end of the Senior Seminar their project papers and previous record in the major will be reviewed by the Advisory Committee. Those admitted at that time to candidacy for the degree with honors will then complete their programs with an independent study course in the Winter Study Period (W30) and second semester, during which time they will develop into a mini-thesis the project begun in the Senior Seminar and will present their findings publicly in a colloquium.

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.* Juniors and seniors not admitted. Satisfies Division II requirement.

**Hour C**

**Versenyi**

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.*

102 Hebraic and Christian Vision
Studies in the changing Christian perception of nature, man and society. Concentration on such topics as Hebraic roots and the novelty of the original biblical vision; the Alexandrian and patristic eras and the Jewish and early Christian confrontation with archaic and classical views; continuities and discontinuities in the medieval, Reformation and modern eras.
*Freshman course.* Juniors and seniors not admitted. Satisfies Division II requirement.

**Hour M**

**Oakley**

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/Old Testament.*

201 Turning Points in Scientific Ideas (Same as History of Science 201)
A study of the ideas and methods which created modern science and transformed western culture. It focuses on the movement in scientific explanation from order to cause to change, and traces the impact of that shift on other fields of thought.
*Sophomore course.* Satisfies Division II requirement.

**Hour N**

**D. Beaver**

203 The Philosophical Reformation (Same as Philosophy 203)
(See under Philosophy for full description.)

**Cook**

204 Enlightenment and Romanticism (Same as Philosophy 204)
(See under Philosophy for full description.)

**Versenyi**

205 History and the Novel (Same as French 205)
Many modern novelists, depict modern man in a solitary social state; the hero is an ahistorical being, confined within the limits of his own experience; he is without personal history, thrown into a meaningless and unfathomable world. He does not develop through contact with the world. In such novels, there is no outer reality, only human consciousness. In this course, we will concentrate on another kind of novel, a novel in which the historical locus and social environment are essential to the author’s creation and intention. We will study novels in which the hero is conceived as a historical being, in which there is complex interaction between character and environment, in which the individual life and historical context are interdependent. We will seek to understand how, in the novel, historical and social reality shapes human personality and destiny; how one human life and destiny reveals the meaning of a historical age as well as the meaning (or lack of meaning) of history. We will study the author’s conception of society as well as his particular time-orientation. We will want to know through what poetic means (irony, metaphor, myth,
History of Ideas

explicit argument, satire, tragedy, etc.) he conveys his sense of history. We will read works
by Heist, Hugo, Malraux, Faulkner, Camus, Sartre, Koestler, Orwell and Doctorow.

Sophomore course. Prerequisite, History of Ideas 101, 102 or permission of the instructor.
Alternative course to either History of Ideas 203 or 204 in 1980-81.

301 Studies in the History of Thought (Same as History 369)

A selective study of the materials and methods of historians of thought. The seminar
covers a spectrum of intellectual historical subject matter ranging from working class con­
sciousness in early nineteenth century England to the esthetic commitments of the avant­
garde in France before World War I to revolutions in natural scientific theory. Among the
approaches considered are the history of "unit ideas," the "spirit of an age," structuralism,
the sociology of knowledge and psychohistory. Emphasis is placed on the problems 1) of
interpreting texts (what was said?) and 2) of explaining the reasons or causes behind their
utterance (why was it said?).

Junior course. Prerequisite, junior major status or permission of the instructor. Enrollment
limited.

321S European Perceptions of the World Outside: Artistic, Literary, Philo­
osophical, Scientific, 1500-1900 (Same as Art 381S)

This seminar will trace the shifts of European thought from the Age of Discovery through
the nineteenth century by investigating Europe's perceptions of Africa and the New World,
as reflected in travelers' reports, geographical speculations, maps, imaginative literature,
"high" and popular art, philosophical writings and "scientific" documents. While our study
will focus on the nature, structure and implications of European myths and ideas about
Africa and the New World, we will also look, more generally, at Western attitudes toward
the unknown and alien, toward newly discovered and explored lands and cultures. Some
investigation of Western perspectives on India, China and the Middle East will, therefore,
be undertaken and selected classical and medieval readings incorporated to expand the
historical basis of this course.

Prerequisite, junior or senior major status or History 105 or History 205 or Art 286 or
permission of the instructor. Enrollment limited to 15.

401 Senior Seminar


To be conducted as a working colloquium in which students are responsible for directing
seminar sessions. The first half of the course is devoted to common readings selected from
the writings of Collingwood, Hegel, Marx, Sartre and Foucault. During the second half of
the course, students have the opportunity to pursue independent reading and research.
Requirements, class reports and a substantial research paper.

Senior course. Prerequisite, senior major status or permission of the instructor.

491-W30, W30-492 Senior Essay
493-W31-494 Senior Thesis
497, 498 Independent Study

Concentration in the History of Ideas

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
dept. 
As examples of suitable concentrations of courses the following groups are suggested:

A) Concentration with 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 with 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, Afro-American Studies, American Civilization, Music, History for America, 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.)

Anthropology 101 The Scope of Anthropology
Art/Classics 322 The Ancient Near East (Not offered 1980-81.)
Art 381S/History of Ideas 321S European Perceptions of the World Outside: Artistic, Literary, Philosophical, Scientific, 1500-1900
Art 462 Art and Social Change in Nineteenth Century France
Classics 101, [102] Classical Literature in Translation (102 not offered 1980-81.)
Classics 104 Greek Mythology
Classics 201/Theatre 311 Greek Tragedy
Economics 214 History of Economic Thought
Economics 312 Markets and Morals
Economics 371S Economic Justice (Not offered 1980-81.)
English 220 Introduction to Afro-American Writing
German 201 The Mind of Germany I
German 202 The Mind of Germany II
German 402 Seminar: The Turn of the Century
History 216 Greek History
History 218 Roman History (Not offered 1980-81.)
History 261 Afro-American History through the Civil War (Not offered 1980-81.)
History 309 Catholic, Protestant, Puritan in the Age of Reformation (Not offered 1980-81.)
History 317S American Character and Culture (Not offered 1980-81.)
History 354 The Victorian Age (Not offered 1980-81.)
History 361 Western Political Thought in Transition
Mathematics 360F Metamathematics
Mathematics 362 Foundations of Set Theory (Not offered 1980-81.)
Mathematics 381 History of Mathematics
History of Science

Philosophy 202 Greek Philosophy
Philosophy/History of Ideas 203 The Philosophical Reformation
Philosophy/History of Ideas 204 Enlightenment and Romanticism
Philosophy 303S Philosophical Analysis
Philosophy 321 Existentialism
Philosophy 322 Hegel and Heidegger (Not offered 1980-81.)
Political Science 203 Political Philosophy
Political Science 231S Democratic Theory
Political Science 336 The Social and Political Philosophy of Karl Marx
Political Science 338 American Legal Philosophy (Not offered 1980-81.)
Religion 201 (formerly 204) The Jewish Bible/Old Testament
Religion 205 Religion and Modern Secularism
Religion 214 (formerly 213) Contemporary Jewish Thought
Religion 304 Philosophy of Religion (Not offered 1980-81.)
Religion 317 (formerly 318) Paul and Early Christianity
Russian 204F The Soul of Russia Conducted in English
Sociology 201 Conflict, Crisis and Change in Western Social Thought
Sociology 305 The African-American: A Sociological Perspective

HISTORY OF SCIENCE (Div. II & III)

Chairman, Associate Professor D. deB. Beaver

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; the 208 course provides a basic background in the history of science and technology, useful in many fields, from the humanities to the sciences. History of Science 240 is best studied with courses in American social, cultural and political history. History of Science 224 is closely related to courses in modern European History and History of Philosophy. History of Science 303 and 305 offer 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 Turning Points in Scientific Ideas (Same as History of Ideas 201)

A study of the ideas and methods which created modern science and transformed western culture. It focuses on the movement in scientific explanation from order to cause to change, and traces the impact of that shift on other fields of thought.

Sophomore course. Satisfies Division II requirement.

Hour N D. Beaver

208 From Cuneiform to Computer: Science, Technology and their Cultural Impact

Crucial events in the development of science and technology, from the neolithic revolution to the present. How, when and why they happened and their social significance. A general introduction to the relations between society and its evolving science and technology, designed for both humanists and scientists. Satisfies Division II requirement.

Hour C D. Beaver

224 Scientific Origins of the Modern World View (Not offered 1980-81; to be offered 1981-82.)

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.
History of Science

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 transcientific 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 lecturers 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

D. BEAVER

232F Computers and Society

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

M

D. BEAVER, WRIGHT

240 Science and Technology in American Life

The historical and social development of science and technology in the United States, from the colonial period to the present. Particular attention is paid to major scientific and technological achievements, to the social history of the developments which have led to America's pre-eminence in science and to the role of technology in changing American culture.

Sophomore course. Satisfies Division II requirement.

Hour

R

D. BEAVER

[303 The Role of Science in Advanced Industrial Societies (Not offered 1980-81.)

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 of new technologies on human values, e.g., overpopulation, human engineering, automation, pollution, loss of privacy and dehumanization.

Junior course. Satisfies Division II requirement.

Hour

D. BEAVER

[305 Technology and Culture (Not offered 1980-81; to be offered 1981-82.)

From the Neolithic to the Atomic Age: the role of technology in transforming civilization. An historical inquiry into the nature of technology, its effects upon society, and the social forces which affect its development and diffusion. Particular attention is given to the dynamics of the impact of technology on human values and conduct, especially where subtle and unexpected. Satisfies Division II requirement.

Hour

D. BEAVER

350 Problems in the History and Sociology of Science

An interdisciplinary seminar for science majors designed to foster discussion of the roots of modern science, the development of science as a social system, the scientist's role in society, the interdependent nature of scientific fields and the social implications of scientific research. Active student participation and occasional participation of members of the science faculties.

Requirements, term paper and final.

Junior course. Prerequisite, major standing in one of the Division III departments.

Hour

D. BEAVER

497, 498 Independent Study
JEWISH STUDIES

Williams offers no formal program in Jewish Studies, but students interested in the subject should note the following individual course offerings that pertain to it. (See respective departmental listings for the full description.)

Area Studies 201-202 Critical Languages (Hebrew offered if tutor and tapes available)
Religion 201 (formerly 204) The Jewish Bible/Old Testament
Religion 214 (formerly 213) Contemporary Jewish Thought

COURSES OF RELATED INTEREST (See respective departmental listings for full description.)

Art/Classics 322 The Ancient Near East (Not offered 1980-81.)
History of Ideas 102 Hebraic and Christian Vision
Political Science 229 (formerly 247) International Politics of the Middle East
Religion 203 Moses, Jesus, Mohammad
Religion 205 Religion and Modern Secularism
Religion 226 Mysticism East and West

LINGUISTICS

Williams offers no formal programs of instruction in Linguistics, but students interested in the subject should note the following individual course offerings that pertain to it. (See respective departmental listings for the full description.)

Anthropology 214/Sociology 221S Sociolinguistics
Psychology 331 (formerly 334) Language Development
Romance Languages 302 Introduction to Romance Linguistics

COURSES OF RELATED INTEREST (See respective departmental listings for full description.)

Philosophy 104 Logic and Language
Philosophy 303S Philosophical Analysis

LITERATURE IN TRANSLATION

Co-ordinator, Professor E. M. Chick

European Literature in English

220 The Novel (Same as English 214)

Reading and study of the leading novelists of Europe and Latin America from Don Quijote to the present day.

Cervantes, Don Quijote (Piper); Dostoevsky, Crime and Punishment; Flaubert, Madame Bovary (Pistorius); Goethe, The Sorrows of Young Werther (B. Keiffer); Kafka, The Trial (Chick); Camus, The Fall (Savacool); García Márquez, One Hundred Years of Solitude (Bell-Villada).

Lectures and discussion. A midterm and a final examination.
No prerequisite. Satisfies Division I requirement.

Hour R

Students will register for this course as European Literature 220 or English 214.

Chick
OTHER LITERATURE COURSES IN TRANSLATION (See respective departmental listings for full description.)

- Classics 101, [102] Classical Literature in Translation (102 not offered 1980-81.)
- Classics 104 Greek Mythology
- Classics 201/Theatre 311 Greek Tragedy
- English 222/French 362 African Literature of English and French Expression
- English 304 Dante (Not offered 1980-81.)
- German 203/Theatre 309 Masterpieces of the German Theatre in Translation
- German 204 Masterpieces of German Prose in Translation
- German 302 Literature of the High Middle Ages
- History of Ideas/French 205 History and the Novel
- Russian 204F The Soul of Russia
- Russian 206F The Dissident Voices (Not offered 1980-81.)
- Russian 300F Early Russian Literature (Not offered 1980-81.)
- Russian 301 Russian Classics in Translation (Not offered 1980-81.)
- Russian 302 Soviet Literature in Translation (Not offered 1980-81.)
- Russian 303 Tolstoy in Translation (Not offered 1980-81.)
- Russian 307S Dostoevsky in Translation (Not offered 1980-81.)
- Spanish 205S The Latin American Novel in Translation
- Theatre/Russian 312 Chekhov and The Drama (Not offered 1980-81.)

MATHEMATICAL SCIENCES (Div. III)
Departmental Staff for 1980-81

Chairman, Professor G. L. Spencer, II


MAJOR PROGRAM

Two routes are offered, one emphasizing analysis and abstract algebra and the other emphasizing computer science. Both routes share the following sequence courses.

Common sequence courses
- Mathematics 108 Differential Equations and Multivariable Calculus
- Mathematics 201 Linear Algebra
- Mathematics 202 Introduction to Higher Mathematics

Mathematics Route

Sequence courses
- Mathematics 301, 302 Real and Complex Analysis
- Mathematics 311 (formerly 312) Introduction to Abstract Algebra
- Mathematics 406 Senior Major Course

Elective courses and projects
- Three one semester courses from among Mathematics 203, 241 and the 300 and 400 level non-sequence courses offered by the department.
- Satisfactory participation by senior majors in the Senior Colloquium.
- Credit toward the major will be given for Mathematics 107 or 107S if taken at Williams.
- In addition it is recommended but not required that one Winter Study Project offered by the department for majors be taken during the junior or senior year.

Variations in the sequence courses, adapting the program within the general course re-

*On sabbatical leave 1980-81
**On leave 1980-81
Mathematical Sciences

requirements to special needs and interests of the individual student, may be arranged in consultation with the department.

Computer Science Route

Sequence courses

Computer Science 231 (formerly Mathematics 231) Introduction to Computers and Computing
Computer Science 232 Programming Techniques
Computer Science 331S Programming Languages
Computer Science 332 Algorithms and Data Structures
Computer Science 336F Computer Organization
Computer Science 431 Theory of Computation

Elective courses and projects

One one semester course from among Mathematics 301, 311, 330, 352 and 360.
Satisfactory participation in the senior colloquium on the social issues of computing.
Credit toward the major will be given for Mathematics 107 or 107S if taken at Williams.

In addition it is recommended but not required that one Winter Study Project offered by the department for majors be taken during the junior or senior year.

Variations 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.

THE DEGREE WITH HONORS IN MATHEMATICAL SCIENCES

The degree with Honors in Mathematics is awarded to a student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the regular major. The principal consideration 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, originality in methods of investigation and where appropriate, creativity in research.

Prospective Honors students are urged to consult with their departmental adviser at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with Honors. Such a program normally comprises coordinated study involving a regular course, and independent study, undertaken during a regular semester and a Winter Study period. The study culminates in a significant piece of written work and an oral exposition. A major paper of an expository nature, original research, successful completion of appropriate examinations of the Society of Actuaries or a major computer project are examples of acceptable culminating written work.

If the program chosen consists of two independent study courses and one WSP independent study, the culminating written work should be a formal bound thesis.

Formal admission to candidacy is based on promising performance in the first two of the three units of study in the Honors program. Recommendations for the degree with Honors will be made for outstanding performance in the three Honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement or originality.

ADVANCED PLACEMENT

The Mathematical Sciences 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 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
Mathematical Sciences

placed in Mathematics 108 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 108 and completes it with a grade of C — or better. 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 at 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

Courses numbered 241, 306, 313, 315, 321, 324, 325, 330, 331, 336, 351, 352, 354, 360, 362, 364, 381, 404, 431, 432 and 434 are each normally offered once every two years. All other courses 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.

Course Descriptions

More detailed information on courses and their articulation is available in the Informal Guide to Mathematics Courses and Computer Science Courses that can be obtained at the departmental office.

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.

Graduate School Requirements

There is 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.

Mathematics 105, 105S Introduction to Mathematical Modeling

Many real-world problems can be "modeled" using only elementary algebra and geometry. Some of the problems examined are: the elusive map coloring conjecture (finally established in 1976), the "instant insanity" puzzle, sanitation truck routing and elementary economic decision making. One of the results of this study is an understanding of elementary graph theory, game theory and other combinatorial techniques involved in this non-calculus type of mathematical thinking.

Hours 105 C, T
       105S M

First semester: O. Beaver
Second semester: Gordon

Mathematics 106 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 106 and Mathematics 201.

Hours C, E

Hill, Kozielka
Mathematics 107, 107S  Introduction to the Calculus
Functions, graphs, continuity. Derivatives and applications. Area and integration. Exponential, logarithmic and trigonometric functions.

*Hours*  107 A, B, C, D, E  First semester: ASPRAY, GORDON, OLIVER, SPENCER
          107S D  Second semester: ANDREWS

Mathematics 108F, 108  Differential Equations and Multivariable Calculus
Continuation of Mathematics 107. Techniques of integration; elementary differential equations; vector and analytic geometry in two and three dimensions; partial derivatives, multiple integrals.
Prerequisite, Mathematics 107 or equivalent.

          108 A, E, RX  Second semester: ASPRAY, HILL, PARKER

Mathematics 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 random variables.
Prerequisite, Mathematics 107.

*Hours*  C Mon., Fri. Conferences: C, E, X Wed.  KOZELKA

Mathematics 201, 201S  Linear Algebra
Prerequisite, Mathematics 108 or 110 or consent of the department.

*Hours*  201 B  First semester: SPENCER
          201S A, B  Second semester: O. BEAVER

Mathematics 202  Introduction to Higher Mathematics
Infinite sequences, infinite series, Taylor series, with applications to differential equations. Selected topics from mathematical logic, number theory, geometry and combinatorics.
Prerequisite, Mathematics 201.

*Hour*  B  HILL

Mathematics 203  Multivariable Calculus with Linear Algebra
Functions of several variables: The derivative as a linear transformation, maximum and minimum problems, Lagrange multipliers; elementary differential geometry: arc length, surface area, volume; curvilinear and multiple integrals.
Prerequisite, Mathematics 201.

*Hour*  E  OLIVER

Computer Science 231, 231S (formerly Mathematics 231, 231S)  Introduction to Computers and Computing
This course will center on problem solving and algorithm development using the FORTRAN programming language. Fundamental ideas of computer structure and programming will be illustrated by examples from a variety of disciplines. Students will write a number of FORTRAN programs to show their understanding of the concepts.
Prerequisite, none.

*Hours*  231 L, M, N, R  First semester: ELLER, HILL, SPENCER
          231S L, M, N  Second semester: ASPRAY, SPENCER

Computer Science 232F, 232  Programming Techniques
A continuation of Computer Science 231, Computer Science 232 will provide a strong background in programming skills. Topics include structured programming, data structures,
analysis of basic algorithms, operating system interface and advanced applications. Students will write a number of programs in support of the material.

Prerequisite, Computer Science 231.

First semester: PARKER

Second semester: ELLE

[Mathematics 241 Intermediate Statistical Inference (Not offered 1980-81; to be offered 1981-82.)
Tests of statistical hypotheses, with emphasis on small-sample tests from normal populations: t-test, chi-square. Contingency tables and other nonparametric tests. Applications directed towards the behavioral sciences.
Prerequisite, Mathematics 140.

Mathematics 301, 302 Real and Complex Analysis
The real and complex number systems. Elementary topology of the real line and the real and complex plane. Functions of a single variable: limits, continuity, differentiability, the Riemann and Riemann-Stieltjes integrals. Sequences, series and uniform convergence.
Elementary topology of metric spaces and functions on metric spaces with emphasis on \( \mathbb{R}^n \).
Analytic functions: Cauchy-Riemann equations, Cauchy's integral theorem and its consequences, Taylor series and Laurent series. Applications, including some of the following: calculus of residues, conformal mapping, harmonic functions and boundary value problems.
Prerequisite for Mathematics 301, Mathematics 202 or 110 and 201.
Prerequisite for Mathematics 302, Mathematics 301.

Hour D

First semester: O. BEAVER
Second semester: ROOSENRAAD

[Mathematics 306 Differential Equations (Not offered 1980-81; to be offered 1981-82.)
An introductory study of both ordinary and partial differential equations. Existence, uniqueness, properties of solutions, as well as consideration of methods of solution.
Prerequisite, Mathematics 301.

Hour S

Mathematics 311 (formerly 312) Introduction to Abstract Algebra
Groups: normal subgroup, factor group, homomorphism, isomorphism.
Rings: ideal, quotient ring, polynomials, integral domain.
Fields: algebraic and transcendental extensions, introduction to Galois theory.
Prerequisite, Mathematics 201.

Hour A

Mathematics 313 Elementary Number Theory
Prerequisite, Mathematics 201.

Hour C

[Mathematics 315S Groups, Representations and Characters (Not offered 1980-81; to be offered 1981-82.)
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 1

151
Mathematical Sciences

[Mathematics 321  Vector Analysis and Differential Geometry (Not offered 1980-81; to be offered 1981-82.)
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 108 or 110 and 201.
Hour ]

[Mathematics 324  Topology (Not offered 1980-81; to be offered 1981-82.)
General spaces and the notions of continuity, connectedness, compactness. Metric spaces. Introduction to homology and homotopy. Prerequisite, mathematics 301.
Hour ]

Mathematics 325  Topics in Geometry
Selected topics from projective geometry, geometric algebra, non-Euclidean geometry, Hilbert's axiomatic development of Euclidean geometry. Prerequisite, Mathematics 201.
Hour B ANDREWS

[Mathematics 330  Numerical Analysis (Not offered 1980-81; to be offered 1981-82.)
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 and Computer Science 231.
Hour ] SPENCER

Computer Science 331S  Programming Languages
The concepts and organization of BASIC, COBOL, ALGOL (or PASCAL), LISP and APL will be studied with emphasis on their comparative advantages and disadvantages and the ideas common to all higher level languages. Some basic material in formal grammars and compilation processes will be included. Illustrative programs in each of the languages will be required. Prerequisite, Computer Science 232.
Hour L WRIGHT

Computer Science 332  Algorithms and Data Structures
The course centers around the design and analysis of algorithms, with particular emphasis on algorithms for handling data structures and memory management. Material includes Turing machines, program complexity and verification, and data structures such as stacks, lists, trees, graphs and databases. Programs illustrating the material will be required. Prerequisite, Computer Science 232 and Mathematics 108.
Hour R PARKER

Computer Science 336F  Computer Organization
The study of the basic architecture of a computer system, fundamentals of logic design, mechanics of information transfer and control. Machine level instruction sets and assembler language coding will be considered, with students writing routines in an assembly language. Prerequisite, Computer Science 232.
Hour S PARKER

Mathematics 351  Decision Theory
Mathematical rules for and consequences of making decisions under various conditions: certainty, risk (known probabilities of outcomes), uncertainty (unspecified probabili-
Mathematical Sciences

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 106 or equivalent.

Mathematics 352 Graph Theory
A study of the properties and characterizations of configuration 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.

Mathematics 354 Algebraic Coding Theory (Not offered 1980-81; to be offered 1981-82.)
In the transmission of information, codes are used to correct errors which often occur as a result of noise in the communication channel. Codes possessing many varied mathematical properties are studied. Their structure enables extensive use of results from the fields of linear algebra, abstract algebra, algebraic geometry and combinatorics, thus providing an opportunity to combine and unify diverse areas of mathematics.
Prerequisite, Mathematics 201.

Mathematics 360F Metamathematics
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.

Mathematics 362 Foundations of Set Theory (Not offered 1980-81; to be offered 1981-82.)
Zermelo-Fraenkel axiomatic set theory, ordinals, cardinals, the axiom of choice and its equivalents, recent work of Cohen and Solovay.
Prerequisite, none.

Mathematics 364 Topics in Mathematical Logic (Not offered 1980-81; to be offered 1981-82.)
Selected topics from model theory and recursion theory designed to illustrate the impact of logic on other branches of mathematics. Applications to analysis (non-standard analysis), field theory, number theory, combinatorics and computer science. The importance of the existence or non-existence of effective algorithms for solving classes of problems in mathematics and computer science. This course should result in a new way of looking at mathematics as well as exposure to a number of different topics in mathematics.
Prerequisite, Mathematics 360 or 362 or consent of instructor.

Mathematics 381 History of Mathematics
A survey of the development of mathematical thought from ancient times to the present, with some consideration of its place in political, social and intellectual history. Assigned problem studies will explore historical methods of solution, famous mathematical questions, the work of individual mathematicians and the rise of various branches of mathematics.
Prerequisite, Mathematics 201.
Mathematical Sciences

Mathematics 397, 398, 497, 498 Reading
Directed independent reading in Mathematics.
Prerequisite, permission of the department.

[Mathematics 404 Integration and Linear Analysis (Not offered 1980-81; to be offered 1981-82.)
Prerequisite, Mathematics 301.
Hour
O. Beaver]

Mathematics 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
Andrews

[Mathematics 407 Fall Seminar (Not offered 1980-81; to be offered 1981-82.)
Joint faculty-student seminar.
Prerequisite, permission of the department.
Hour
]

[Computer Science 431 Theory of Computation (Not offered 1980-81; to be offered 1981-82.)
Formal models of computation such as finite state automata, recursive functions, formal grammars and Turing machines will be studied and applied to problems of computability, complexity and program verification.
Prerequisite, Computer Science 231, Mathematics 201 and either Computer Science 332 or a 300 level mathematics course.
Hour
]

[Computer Science 432 Operating Systems (Not offered 1980-81; to be offered 1981-82.)
The course will consider how computer operating systems allocate resources and create virtual machines. Topics will include storage management, scheduling, concurrent processing, protection of data and user interface.
Prerequisite, Computer Science 332 and 336.
Hour
]

[Computer Science 434 Topics in Computer Science (Not offered 1980-81; to be offered 1981-82.)
Depending on student interest and staff availability, the probable topics would be artificial intelligence, compiler design or graphics.
Prerequisite, Computer Science 332.
Hour
]

W30 Senior Project
To be taken by candidates for honors other than by thesis route.

493-W31-494 Senior Honors Thesis
Mathematical Sciences, Medieval Studies

Mathematics Senior Colloquium
Required of senior majors in the mathematics route. Meets every week for one hour both fall and spring.

Computer Science Senior Colloquium
Required of senior majors in the computer science route. Meets every week for one hour both fall and spring.

MEMBERS OF THE DEPARTMENT

MEDIEVAL STUDIES

Williams offers no formal program in Medieval Studies, but students interested in the subject should note the following individual course offerings that pertain to it. (See respective departmental listings for the full description.)

Art 334 Romanesque Art (Not offered 1980-81.)
Art 336 Gothic Art
Art 342 Renaissance Art in Italy (Not offered 1980-81.)
English 304 Dante (Not offered 1980-81.)
English 305 Chaucer
German 302 Literature of the High middle Ages
History 204 The Making of Europe: 300-1300 (Not offered 1980-81.)
History 347S The Renaissance (ca 1350-1520) (Not offered 1980-81.)
History 361 Western Political Thought in Transition
History of Ideas 102 Hebraic and Christian Vision
Music 209 Medieval and Renaissance Music (Not offered 1980-81.)
Religion 202 Development of Christian Thought
Religion 217 Islam (Not offered 1980-81.)
Romance Languages 302 Introduction to Romance Linguistics
Russian 300F Early Russian Literature (Not offered 1980-81.)
Spanish 304 Spanish Literature of the Middle Ages and Renaissance (Not offered 1980-81.)

COURSES OF RELATED INTEREST (See respective departmental listings for full description.)

Art 241 Renaissance and Baroque Architecture (Not offered 1980-81.)
Art 343S Italian Renaissance Art: 1500-1600
Classics 101, [102] Classical Literature in Translation (102 not offered 1980-81.)
Classics 104 Greek Mythology
English 301 The Middle Ages to the Enlightenment
English 313S English Renaissance Poetry and Prose (Not offered 1980-81.)
History 218 Roman History (Not offered 1980-81.)
History 323 Tudor and Stuart England, 1485-1714 (Not offered 1980-81.)
History of Ideas 101 The Greek Idea of Human Excellence
Mathematics 381 History of Mathematics
Philosophy 202 Greek Philosophy
Religion 203 Moses, Jesus, Muhammad
Religion 204 (formerly 201S) The New Testament
Religion 317 (formerly 318) Paul and Early Christianity
MAJOR PROGRAM

Sequence courses
- Music 103-104  Music Theory and Musicianship I
- Music 201-202  Music Theory and Musicianship II
- Music 301, 302  Music in History (Medieval and Renaissance Music, plus a second semester of independent study in conjunction with an election of a “period” course Music 210F, 211S or 212)
- Music 401  Senior Seminar in 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 of more of the following areas:

I. Thesis — in either of two specializations:
   a) Music History and Literature
   b) Composition or Theory and Analysis
      (The student should elect Music 403-404 and 493-W31, 494)

II. Elective Courses plus “Mini-Thesis”
   (A program of courses plus a thesis program of one semester and a WSP)

III. 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 or 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 description of both Music 101 and 103-104 and to decide which best will assist his growth in understanding music.

101, 101S  Fundamentals of 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 com-
posers from the Baroque 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 of the semester musical literature courses which follow.

(To receive credit for Music 101 a student must also take in the following semesters any one of the following musical literature courses: Music 105 through 120F.)

Any of these alternatives will thus result in a hyphenated year-course.

Three lectures.

Freshman course. Requires no previous musical knowledge.

Hour D

103-104 Music Theory and Musicianship I

More intensive than Music 101, this course is designed for potential music majors and qualified singers and instrumentalists.

In music 103, emphasis will be placed on obtaining a working knowledge of elementary music theory. Topics include: notation of rhythm and pitch, intervals, scales (tonal and modal), key signatures, triads and basic harmonic progression.

Music 104 continues by placing emphasis on “voice-leading” in harmonic progressions, the treatment of dissonance, elementary modulation, elements of form and the analysis of selected excerpts.

“Musicianship Skills”, taught concurrently with written theory, will embrace: ear training (rhythmic, melodic and harmonic dictation), sight singing and keyboard harmony.

(To obtain credit, students are required to attend a three-hour “Skills” laboratory session, to meet weekly. Students with advanced placement credit or the equivalent will be permitted to go directly to 201-202.)

Freshman course.

Hour C

105 The Opera (Offered 1980-81; not to be offered 1981-82.)

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 103-104.

Hour L

107 Verdi and Wagner (Not offered 1980-81; to be offered 1981-82.)

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 103-104. (Recommended to follow Music 105.)

Hour

108F, 108 The Symphony

A study of symphonic development as observed in such forms as the symphony, the symphonic poems 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 103-104.

Hour 108F R

First semester: Shainman

108 O

Second semester: Moore

109 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
Music

Berg. Emphasis on score reading and listening, with a trip to a metropolitan area to hear a live performance.
*Freshman course. Prerequisite, Music 101 or 103-104.*

**110 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 103-104.*

**111S Choral Music (Offered 1980-81; not to be offered 1981-82.)**
A survey of the major works for chorus, from the mid-eighteenth century to the present. Works include Mozart *Requiem*, Haydn *Creation*, Brahms *German Requiem* and others by Berlioz, Elgar, Vaughan-Williams and so forth. Listening and analysis. A short paper is required.
*Freshman course. Prerequisite, Music 101 or 103-104.*

**[112 Keyboard Music (Not offered 1980-81; to be offered 1981-82.)**
A survey of keyboard music from the seventeenth century English and French to the present. The development of the piano and pianism with emphasis on the Classic, Romantic and Modern periods as viewed through representative works. Listening, score study and individual projects, which may include performance, are required. No ability at the keyboard is required.
*Freshman course. Prerequisite, Music 101 or 103-104.*

**[113 Haydn (Not offered 1980-81; to be offered 1981-82.)**
A study of representative works such as symphonies, quartets, keyboard and choral music of this important composer, his relationship with Mozart, his influence on Beethoven and his career as representative of one of the most successful musicians of his era. Emphasis on listening and individual research projects.
*Freshman course. Prerequisite, Music 101 or 103-104.*

**114F 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 103-104. Open to majors in American Civilization without Music 101 or 103-104.*

**115S Twentieth Century Music for Beginners (Offered 1980-81; not to be offered 1981-82.)**
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 103-104.*

**[116 Music Since 1945 (Not offered 1980-81; to be offered 1981-82.)**
Boulez and Stockhausen consider the year 1945 to be the year 0 in music. The course will
survey the musical styles discovered at 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 103-104.**

**117 Mozart**
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 103-104.**

**118 Bach (Not offered 1980-81; to be offered 1981-82.)**
A study of representative works, both vocal and instrumental, from the variety of Bach’s genius. Emphasis on listening, limited analysis and research projects; short paper required.

**Freshman course. Prerequisite, Music 101 or 103-104.**

**Left-justified Text**

**201-202 Music Theory and Musicianship II**
Music 201 will be a study of music theory of the latter “common-practice” period (1750-1900), emphasizing the analysis and writing of music containing chromatically altered chords, extended tertian sonorities and advanced modulations. The effect of chromatic harmony on musical form will be studied and selected works analyzed. The course will also cover harmonic practices of the late Renaissance, i.e., the transition from modal to tonal harmony.

Music 202 will be a study of music theory in transition from the tonal to the modern period (Wagner to the avant-garde). Major theories of composition will be discussed, emphasizing aural analysis and written illustration.

Advanced ear training, sight-singing and keyboard demonstration of harmonic concepts will be integrated into both semesters.

(To obtain credit, students are required to attend a three-hour “Skills” laboratory session, to meet weekly.)

**Sophomore course. Prerequisite, Music 103-104 or permission of the instructor.**

**209 Medieval and Renaissance Music (Not offered 1980-81; to be offered 1981-82.)**
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 and its semester course of completion or Music 103-104. Students may not receive credit for both Music 301 and Music 209.**

**Roger Roberts**
Music

210F  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. Special emphasis will be placed on listening, with individual research projects.
Sophomore course. Prerequisite, Music 101 and its semester course of completion or Music 103-104.
Hour  S

211S  Music in the Classic Era
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 and its semester course of completion or Music 103-104.
Hour  T

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 Tschai-kowsky, in addition to examination of the social, political and economic scene. Score reading, listening and research projects.
Sophomore course. Prerequisite, Music 101 and its semester course of completion or Music 103-104.
Hour  R

[301  Music in History (Not offered 1980-81; to be offered 1981-82.)
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.
Junior course. Required of Music majors. Prerequisite, Music 103-104. Music 201-202 is also recommended.
(Students with sufficient musical background may, with departmental approval, petition directly into this course without the prerequisite.)
Hour  R

302F, 302  Music in History
This course is comprised of independent study and advanced work as part of one of the other "period" courses offered by the department (Music 210F  Music in the Baroque Era, Music 211S  Music in the Classic Era, Music 212  Music in the Romantic Era.)
Junior course. Required of Music majors. Prerequisite, Music 103-104. Music 201-202 is also recommended.
(Students with sufficient musical background may, with departmental approval, petition directly into this course without the prerequisite.)
Hours  302F  S
302  R, T

303  Counterpoint in Tonal Harmony
Writing and analysis of counterpoint in the style of J. S. Bach, and the application of similar techniques to the musical style of the Classic-Romantic period. Techniques include: linear implication of harmony, motivic development, free imitation, 2-3 voice invention, invertable counterpoint and 3-4 voice fugue.
Junior course. Prerequisite, Music 201-202 or permission of the instructor.
Hour  U
304 Critical Methods and Analysis
An intensive study of the procedural aspects of musical analysis. Established analytical techniques, as well as some speculative systems, are presented and applied to a divergent range of literature.

The first half of the course investigates a variety of examples, illustrating each method of analysis. The second half will focus upon specific works, ranging from the Renaissance to the twentieth century; works by Palestrina, Bach and Beethoven as well as significant Romantic and Contemporary composers will be examined. In addition to regular analytical assignments, a term project in the form of an analysis of a major composition is required.

Junior course. Prerequisite, Music 201-202. Music 303 is strongly recommended.

Hour U

Ennis-Dwyer

307 Keyboard Harmony
A course designed for students who wish to acquire experience in improvisation, figured bass realization, transposition, score-reading at the keyboard and analysis. Students are advised that this is not an introductory piano course and that ability at the keyboard is a requirement.

Junior course. Prerequisite, Music 201-202 and some keyboard facility or permission of the instructor. Enrollment limited to 12.

Hour T

Ennis-Dwyer

308 Orchestration and Instrumentation (Not offered 1980-81; to be offered 1981-82.)
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, woodwinds, 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

Gutwein

401 Senior Seminar in Music
A detailed consideration of topics in music. The topics covered will vary from year to year, depending on student and staff interest and may, at times, be related to works being performed in live concert at Williams. The course will be taught as a seminar with individual reports forming the core of the discussion.

Senior course. Prerequisites, Music 103-104, 201-202 and 301, 302. The completion of Music 303 and 304 is strongly urged.

Hour R

Roberts and occasional guests/Members of the Department

403-404 Composition
A third year writing and analysis course leading to as much experience, practice and public performance as possible.

Senior course. Prerequisite, Music 303 and 304 or permission of the instructor.

Hour Arr.

Gutwein

394 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.

493-W31, W31-494 Senior Thesis
Recommended for music and honors candidates. Students pursuing I. do full year; students pursuing II. do one semester and a WSP.
Music, Philosophy

497, 498 Independent Study

SPECIAL STUDIES IN THE MUSICAL ART

325, 326, 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.”

325, 326 is for juniors or seniors electing Musical Studies for the first time. 425, 426 is for those who have completed Music 325, 326. Prerequisites, Music 103-104, 201-202 and permission of the instructor and department. The student should obtain and complete a special form for this course election, available at the music office. (Intended for music majors only.)

NOTE: Students interested in taking a course in Musical Studies MUST complete the special form available at the Music Office at the time of registration, BEFORE the beginning of the semester in which they wish to do this course.

PHILOSOPHY (Div. II)

Departmental Staff for 1980-81

Chairman, Professor L. Verseyi


MAJOR PROGRAM

Requirements

Philosophy 101 Individual and Society
Three courses in the history of philosophy:
   Philosophy 202 Greek Philosophy
   Philosophy 203 The Philosophical Reformation
   Philosophy 204 Enlightenment and Romanticism
   Either Philosophy 104 Logic and Language
or Philosophy 303S Philosophical Analysis
   Philosophy 401 Senior Seminar
Three other electives in philosophy

The program in philosophy is designed to enable the student to think clearly, systematically and independently on philosophical issues and to acquaint the student with the fundamental works in the field. With one or two exceptions, philosophy classes are kept small. Class discussion and the writing of critical papers are stressed.

*On sabbatical leave second semester 1980-81
**On sabbatical leave 1980-81
***On leave 1980-81
****Second semester 1980-81
Philosophy

The three course sequence in the history of philosophy (202, 203, 204) introduces students to the classics of the Western philosophical tradition. Each of these courses has three aims: to understand the meaning of the classic texts in their historical setting, to assess the truth of the claims made in those texts and to find the pertinence of these claims to the problems which concern contemporary philosophers.

Philosophy 104 and Philosophy 303S introduce the student to idioms and techniques which are widely used in contemporary work in philosophy.

THE DEGREE WITH HONORS IN PHILOSOPHY

Two alternative routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis. During their senior year candidates will be required to devote to their theses two semesters of independent study and the Winter Study Period. Plans for this route must be approved by the department in May of junior year. In February of senior year the department will review the students' qualifications for honors candidacy to determine whether or not they should continue.

The second route is an intensive pattern of three clearly related courses. Only one of these may be counted in the nine courses regularly comprising the major. Of the additional two semester courses, one will be an independent study course in the spring of senior year, culminating in the writing of a semester essay which synthesizes the work of the three-course pattern. Students taking this route will be required to begin work on the project during the Winter Study Period of senior year. Plans for this route must be submitted for departmental approval by November 1 of senior year. 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 Individual and Society

This introduction to philosophy focuses on ethical issues such as the nature of justice, the tension between individual fulfillment and social responsibility, freedom and equality, and the origin and meaning of the distinction between good and evil. Students already have opinions about such matters, although often vague and tentative ones. The aim of the course is to clarify and challenge these opinions by a careful consideration of several important classical and modern texts. The emphasis is on arguments, on what philosophers claim to be true, how they justify their ethical convictions, the importance of their disagreements, whether their accounts are coherent and satisfactorily explain our moral experience. The course aims to improve students' powers of critical thinking; it should also enable them to get a sense of what philosophical activity is. Readings in Plato, Kant and other primary sources.

Freshman course.

Hours 101 B, C, O, P 101S B, C, D, P

104 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 O

202 Greek Philosophy

The course begins with a brief examination of the types of critical inquiry initiated by the Presocratic philosophers and the Sophists. The main part of the course is devoted to a study of selected Platonic dialogues focusing on Plato's solution to the problems, raised by his predecessors and his attempts to develop a comprehensive vision of reality. The course concludes with an investigation of some aspects of Aristotle's philosophy of nature.

Sophomore course. Prerequisite, Philosophy 101.

Hour C

Members of the Department

Stine

Verdeny
Philosophy

203 The Philosophical Reformation (Same as History of Ideas 203)
A survey of the attempts to rebuild the foundations of philosophy in the wake of two historical turning points: the breakup of the Medieval synthesis together with the Protestant reformation and the scientific revolution of the seventeenth century. Main topics: the first fruits of empiricism in Locke’s Essay; Berkeley’s reconciliation of the spiritual dimension of life with Newtonian science; Hobbes’ attempt at a systematic philosophy in tune with the new science; the constructive efforts of Descartes, Spinoza and Leibniz to ground philosophy on a priori rationalist assumptions.

Sophomore course. Prerequisite, Philosophy 101 or History of Ideas 101, 102.

Hour M

204 Enlightenment and Romanticism (Same as History of Ideas 204)
The second phase of the development of modern philosophy; a period of doubt and renewal. Questions about the scope and adequacy of the new philosophy introduced in the seventeenth century. Hume and Rousseau are read on the following themes: skeptical doubts about the powers of human understanding, the place of the emotions in our understanding of human life and new attempts to provide a foundation for morality. The course culminates in the critical philosophy of Kant which provides a constructive synthesis for the main problems in early modern philosophy.

Sophomore course. Prerequisite, Philosophy 101 (Philosophy 203 recommended) or History of Ideas 101, 102.

Hour N

207 Philosophy of Religion
In this course some of the propositions and concepts of theology as well as the prior phenomenon of religious experience and the activities of worship upon which theology ultimately rests and out of which it has arisen will be studied. The faith/reason controversy and the grounds for disbelief as well as belief in God will be discussed. Finally such fundamental problems as the nature of religious language, the self, freedom and determinism, life, suffering, death and immortality will be analyzed cross-culturally.

Readings will include selections from classical and contemporary philosophers, non-western as well as western.

Requirements, midterm exam or midterm paper, final exam or final paper.

Sophomore course. Prerequisite, Philosophy 101.

Hour T

208 American Philosophy
A survey of American philosophy from Jonathan Edwards to John Dewey. The emphasis will be on Pragmatism as a synthesis of the two traditions of British Empiricism and German Idealism. Attention will be paid to the influence upon philosophy of cultural movements such as Puritanism, Transcendentalism and Social Darwinism.

Sophomore course. Prerequisite, Philosophy 101 or American Civilization major status.

Hour S

209 Philosophy of History
An examination of the central issues in the philosophy of history during the last two centuries. Attention will focus on the questions of whether history has any goal or direction, whether man is the maker of history or himself a product of historical circumstances, whether we can have objective knowledge of the past, and to what extent scientific method is applicable to the study of history. Readings will include the classic discussions by Hume, Hegel, Marx and Nietzsche, as well as the more recent contributions of Collingwood and Popper.

Sophomore course. Prerequisite, Philosophy 101.

Hour R

210 Philosophy of Education
The course will examine the philosophical presuppositions and theories which underlie
and justify various approaches to education. We will examine theories of human nature and of human potential and development in the attempt to understand critically our own participation in the educational endeavor. Readings from Plato, Aristotle, Jaeger, Rousseau, Schiller, Maritain and selected contemporary authors.

**Sophomore course. Prerequisite, Philosophy 101.**

**215 Philosophy of Law**

This course should be of interest to anyone concerned about the nature, function and limits of law in a heterogeneous society such as ours. First we shall analyze such concepts as responsibility, act, intention and motive, negligence, recklessness, strict liability, causation, ignorance and mistake. Then we shall address such issues as the insanity defense, involuntary commitment, punishment and rehabilitation. And finally, we shall confront the difficult legal-moral issues of liberty, justice and rights.

Readings will include many landmark court decisions as well as selections from representative Anglo-American legal thinkers (judges and lawyers as well as philosophers).

**Requirements, midterm exam, a short paper and a final exam.**

**Sophomore course. Prerequisite, Philosophy 101.**

**217 Political Philosophy**

This course will examine the legitimate function of the state in society, the scope and limits of political authority, and the moral grounds of the rights and obligations of citizens. Consideration will be given to competing theories, such as natural law, social contract, utilitarianism and egalitarianism. Readings will range from the seventeenth century social-contract theorists up to and including present-day thinkers such as Rawls and Nozick.

**Sophomore course. Prerequisite, Philosophy 101.**

**219 Ethical Issues in Medical Practice**

Issues to be considered: paternalism and the patient’s right to know; informed consent; euthanasia; abortion; eugenics; court-ordered commitment of non-criminal psychiatric patients. We will also consider some of the conceptual presuppositions underlying contemporary medical science, including recent criticisms thereof.

**Sophomore course. Prerequisite, Philosophy 101.**

**228F Aesthetics (Not offered 1980-81; to be offered 1981-82.)**

A course in some philosophical problems presented by literature and fine art. Under the rubric “Art and Value” we will consider the Platonic position that art must serve a moral end and the Humean position that artistic taste is ‘objective’. Under the rubric “Art and Reality” we will take up the question of how the fictional worlds created by writers and painters are related to the real world of the audience and the problem of how our knowledge of the two kinds of worlds differs. Finally, under the rubric “Art and Emotion” we will examine some classic theories of art’s emotional effect.

Readings in Plato, Aristotle, Hume, Hegel and contemporary philosophers. There will be an hour test, a short paper and a final.

**Sophomore course. Prerequisite, Philosophy 101.**

**303S 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 anything outside our own minds, and arguments that we cannot know the thoughts and feelings 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. **Junior course. Prerequisite, Philosophy 101 or Philosophy 104.**

**306 Ethics**

Does moral philosophy rest on a mistake? What makes right acts right? What is involved in judging a person to be moral or immoral? Are moral principles invented or discovered? Such questions as these have plagued philosophers from earliest times and will continue to challenge us in this course. During the semester we shall consider several major schools of normative ethics: act and rule deontology, act and rule utilitarianism, egoism and altruism, ethical relativism, ethics without God and the ethics of ambiguity. Although reference will be made to the tradition (Plato, Hume, Kant, Mill and Nietzsche); the focus of the course will be on such contemporary thinkers as H. A. Prichard, W. D. Ross, J. J. C. Smart, B. Williams, P. Taylor, J. Ladd, K. Nielsen and Simone de Beauvoir. As part of the course we shall test some of these theories by applying them to the pressing moral problems of abortion, infanticide, suicide, euthanasia, war and other life-or-death choices. There will be a short paper, a midterm and a final exam. **Junior course. Prerequisite, Philosophy 101.**

**308 The Idea of Nature (Not offered 1980-81; to be offered 1981-82.)**

A study of Kant's third critique, *The Critique of Judgment*, Bergson's *Creative Evolution* and Whitehead's *Science and the Modern World*. These three major works begin where Philosophy 204 ends. They span the period after the appearance of Kant’s first two critiques to the first quarter of the twentieth century. They thus mark the gradual return of philosophy to a metaphysics of nature emphasizing the concepts of first function, then evolution, and finally organism as root notions in the understanding of nature. **Junior course. Prerequisite, Philosophy 203, 204 or 101 and permission of the instructor.**

**316 Personal Identity**

What is essential for being a person? By what criteria are persons judged to be identical through time? Does personal identity differ in important respects from the identity of other kinds of entities? Of what importance is personal identity to problems in ethics and theory of knowledge? These questions will be addressed by way of readings from historical and contemporary sources, including: Locke, Butler, Reid, Hume, Kant, Strawson, D. Lewis, Parry and Parfit. **Junior course. Prerequisite, Philosophy 101.**

**321 Existentialism**

A study of the philosophical movement. Intensive reading in Kierkegaard, Sartre and selections from existential psychoanalysts. The course is not a literary investigation. 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 204 recommended, not required.**

**[322 Hegel and Heidegger (Not offered 1980-81; to be offered 1981-82.)**

A study of two imaginative, controversial and difficult philosophical works: Hegel’s *Phenomenology of Spirit* and Heidegger’s *Being and Time*. Selected portions amounting to roughly one half of each book will be read. **Junior course. Prerequisite, Philosophy 101.**
401 Senior Seminar
Topics of contemporary philosophical interest studied in seminar fashion and with the purpose of encouraging students to exercise skills of analysis and judgment developed in the pursuit of the major program. Topics for the seminar change with the rotating leadership of different members of the department.
Topic for 1980-81: The Biological Metaphor. An attempt to use a single structural paradigm — the concept of a “living” system — for ordering and integrating all fields of human experience. Readings selected from diverse disciplines are used as a starting point for a philosophical reflection aimed at testing the explanatory power of the biological metaphor. Prerequisite, Philosophy 101, 202, 203, 204. Qualified students from other departments may be admitted by permission of the instructor.

W30-492 Senior Essay (Honors Route 2)
Independent study under the supervision of a member of the department. The objective is to write a Senior Essay which synthesizes the work of a three-course pattern of intensive study of some philosophical issue.

493-W31-494 Senior Thesis (Honors Route 1)
Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis.

497, 498 Independent Study

PHYSICAL EDUCATION

Chairman, DR. R. R. PECK*
Acting Chairman, DR. C. W. TONG

Assistant Professors: DAILEY, DEWEY, FARLEY, FISHER, HUDSON-HAMBLIN, LAMB, MCCORMICK, ODELL, RUSSO, SAMUELSON, SLOANE, C. TONG, TOWNSEND. Lecturer: L. BOSTERT, PECK*. Instructors: ELLINGTON, LARSON, ORTON, PALLADINO. Intern: SIMPSON.

Physical Education is required for freshmen and sophomores. Credit for eight units (8 quarters) of Physical Education, to be completed by the end of the sophomore year, represents one of the requirements for the degree. Extensions may be granted by the Dean of the College in consultation with the Physical Education Department to postpone completion until the junior year.
Credit may be received, through the sophomore year, by participating in intercollegiate athletics on sub-varsity or varsity teams or through participation on club teams. Additionally, a maximum of two units may be realized through participation in the marching or pep bands and through the experience of managing a varsity or sub-varsity team during the freshman and sophomore years.
An additional program of instruction is offered to all students during the Winter Study Period. Students must enroll in at least three different activities in fulfilling the requirement. At least two units must be devoted to one carry-over sport, as defined by the Physical Education Department.
The physical education requirement is an attendance requirement. Students enrolled in classes meeting twice a week are permitted one absence, while students enrolled in classes meeting three times a week are permitted two absences.
Courses of instruction for the different quarters consist of:

*On leave 1980-81
Physical Education, Physics

First semester:

First quarter —Tennis, golf, beginning swimming, fitness through running, cycling, trail maintenance, rock climbing, volleyball, archery, skin and scuba diving, lacrosse, dance (modern, ballet, folk).

Second quarter —Squash, basketball, beginning and/or advanced swimming, dance (modern, ballet, folk), basic skating skills, figure skating, fencing, skin and scuba diving, yoga, badminton, weight training, folk dance, martial arts, racketball, volleyball, trail maintenance.

Winter Study —Squash, archery, hockey, skating, jogging, racketball, volleyball, yoga, badminton, dance (modern, tap, jazz, ballet), weight training, figure skating, basketball, fencing, martial arts, skiing (alpine and touring), snowshoeing, platform tennis, ice climbing, broomball, bowling.

Second semester:

Third quarter —Squash, basketball, beginning and/or advanced swimming, dance, skiing (alpine and touring), snowshoeing, folk and square dancing, gymnastics, yoga, skin and scuba diving, badminton, martial arts, weight training.

Fourth quarter —Tennis, golf, life saving and water safety, beginning swimming, trail maintenance, volleyball, softball, fitness through running and cycling, soccer, skin and scuba diving, rock climbing, orienteering.

Students choosing selected off-campus activities such as horseback riding, gliding or bowling are advised to arrange scheduling through the Physical Education Office.

Four sections meet two times per week in seventy-five-minute periods and four sections meet three times per week in fifty-minute periods.

Hours

PHYSICS (Div. III)
Department of Physics and Astronomy
Departmental Staff for 1980-81

Chairman, Professor C. B. Pierce


MAJOR PROGRAM

Sequence courses

Physics 142 Mechanics and Special Relativity
Physics 201 Electric and Magnetic Theory
Physics 202 Waves and Modern Optics
Physics 301 Introductory Quantum Physics
Physics 402 Topics in Physics: Senior Seminar

Parallel courses

Physics 210 Applied Mathematics for Physical Scientists
A minimum of three additional courses in Physics or two Physics courses plus two courses in Astronomy, Biology, Chemistry, Geology or Mathematics approved by the department. Credit toward the major will be given for one introductory Physics course having a number lower than 142 if taken prior to Physics 142.

*On sabbatical leave second semester 1980-81
**On sabbatical leave 1980-81
Physics 302 Intermediate Quantum Mechanics. This course is not a required part of the major program, but most physics majors should elect it as one of their additional courses.

Mathematics 108 Differential Equations and Multivariable Calculus (or the equivalent) must be taken concurrently with or prior to Physics 142 and is prerequisite to Physics 201 and Physics 210. It is recommended that students who plan graduate study in Physics elect additional courses in Mathematics.

Introductory courses

The first course of the major sequence is Physics 142 Mechanics and Special Relativity. It is a spring course and has as prerequisites a semester of college-level calculus and either a year of high school physics or a semester of college physics. Physics 131 is offered as preparation for Physics 142 for those who have not taken physics in high school and for those who have taken some physics but wish to consolidate their understanding of basic principles before going on to the major sequence. Physics 141 is not required as part of the major sequence, but it is strongly recommended as an introduction at an elementary level to topics of current physics research which might not be touched upon otherwise until considerably later in the major sequence. Physics 100F is intended primarily for students majoring or planning to major outside the sciences and is not ordinarily elected as preparation for any other physics courses. 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 placement in physics normally elect Physics 201 as their first physics course. Questions as to the appropriate route to the Physics major 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 provides conceptual and quantitative understanding of the fundamental natural laws and phenomena which underlie all physical and biological systems and acquaints the students with the physical and mathematical techniques for studying them. The program serves both as a basis for understanding physical phenomena in their relation to our material and cultural environment and as preparation for advanced study of physics, engineering and other fields for which an understanding of physics and physical technology is useful.

The Astrophysics Major is described just after the Astronomy course listings.

THE DEGREE WITH HONORS IN PHYSICS

The honors degree in Physics will be awarded on the basis of a senior thesis presenting the results of an original experimental or theoretical investigation carried out by the student under the direction of a faculty member in Physics and Astronomy. There will be no grade requirements (other than college-wide requirements for remaining in good academic standing) for entry into the thesis research program. Students who wish to enter the program will normally choose a thesis topic and a faculty adviser early in 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 have defined a potentially successful thesis project. During senior year those students whose preliminary proposals have been approved will elect two courses and a Winter Study Project in addition to the minimum requirements for the major. Preparation of the thesis will occupy at least one course (normally Physics 493) and the Winter Study Project (W31). At the end of the Winter Study Period the department will decide, in consultation with the student, whether to admit the student to honors candidacy and whether the second course will be another semester of research and writing (normally Physics 494) or a course from the regular department course offerings. Both a written thesis and a colloquium presentation of the results to faculty and fellow students are required, and the degree with honors will be awarded to those who meet these requirements with distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a Winter Study Project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with Advanced Standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisers or the department chairman as early as possible.
Physics

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 and Astronomy 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 493-W31, W31-494, Senior Research, 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 to satisfy the interests and needs of non-physics majors who wish to have or require some exposure to physics as an intellectual discipline. Physics 131, 132 is offered primarily to meet the needs of majors in other sciences who require a full year of college physics to satisfy prerequisites in their discipline or to meet requirements for graduate professional school admission. It is also appropriate for students majoring outside of the sciences who desire a full year survey of all of the major areas of physics. Physics 100F is intended as an alternative survey for students not majoring or planning to major in the sciences who would like a shorter and less technical introduction to areas of contemporary interest. Physics 141 serves both as a bridge to the major sequence for potential physics majors and as an appropriate terminal course for students who would like to exploit their elementary physics background to learn something about what is going on now in several areas of important current research. Finally, we offer 330 level courses without prerequisites which are designed to introduce special topics of significant current interest to juniors and seniors. At the present time these include Physics 331 Lasers and Light, Physics 332 Energy Sources: Realities and Dreams and Physics 338F The Natural Philosophy of Time. From time to time other courses are offered in this category. The 330 level courses are closed to physics majors and to freshmen and sophomores. As an aid to non-majors interested in taking physics courses we list separately at the beginning of the department offerings those courses which may be taken with NO prerequisites. All courses in Physics satisfy the Division requirement.

DEPARTMENT ADVISORY SYSTEM

Additional information about the major program, the thesis research program, courses for non-majors and faculty research interests can be found in an informal departmental guide, which is available at the Thompson Physics Laboratory or by writing to the department chairman. Special information about combined and exchange programs for prospective engineers can be picked up at the same place or obtained by writing to the Pre-Engineering Adviser.

COURSES FOR NON-MAJORS WITH NO PREREQUISITES

100F Contemporary Physics

A broad non-mathematical survey of physics from the contemporary point of view, with extensive discussion of such modern topics as lasers, holography, relativity, black holes, superconductivity, energy sources and quarks, along with study of the basic concepts of physics. The goal of this course is to convey appreciation and understanding of the range of new developments and a feeling of excitement about current research. The course is intended for students who have little or no background in science and who are not planning to take additional courses in physics. It does not satisfy the admissions requirements of most medical schools. Lectures, three hours a week; occasional optional extra meetings (to be used for discussions, laboratory work, films and videotapes).

Prerequisite, none. Closed to Division III majors.

Lathrop
Physics

131, 132 Survey of Physics
A comprehensive survey of the major areas of classical and modern physics which are of interest to our contemporary society. Topics will include classical mechanics, thermodynamics, waves, electromagnetic theory, relativity, the ideas of quantum theory and elements of atomic and nuclear physics.

Physics 131 and 132 are designed primarily to meet the needs of students who require a year of college physics with laboratory as background for the study of other natural sciences or for admission to graduate professional schools. They are also appropriate for majors outside the sciences who would like a full year survey of physics as part of their liberal arts experience. Physics 131 can serve as preparation for further study of physics for students with little or no high school physics background who need a review of basic principles before entering the major sequence. Students in the latter category will normally follow Physics 131 with Physics 142 rather than Physics 132.

Two lectures and one conference period each week; flexible laboratory schedule equivalent to two hours a week.

Credit will be given for Physics 131 without Physics 132, but Physics 131 or its equivalent is prerequisite to Physics 132. These courses do not require the use of calculus or any previous study of physics, but elementary algebra and trigonometry will be used freely.

Hour N Conferences: T Tu., D Wed., X
Lab sections: Mon., Tu., Wed., Th., Fri. PIERCE, KIRKPATRICK

331 Lasers and Light
An inquiry into the nature of light, how it is produced by atoms, how it propagates from one place to another and how its presence is recognized. These questions will lead to considerations of the basic wave-particle duality of light and electrons and to a study of atomic structures. Special attention will be given to the difference between laser light and ordinary light. There will be frequent lecture demonstrations.

Fundamental physics and mathematics will be developed as needed to discuss the subject in the natural language of science.

Junior and senior course. No prerequisite. Closed to physics and chemistry majors.

Hour N F. BROWN

332 Energy Sources: Realities and Dreams
A study of the fundamental concepts associated with energy production and consumption. The course will begin with an examination of energy use in America and the basic physical principles of energy and energy conversion. We will then investigate the physics, technology and pollutants of current energy sources — fossil fuel, nuclear, solar, geothermal and conservation. The course will conclude with a study of the potentials and the problems of future energy sources such as fusion, tidal, solar farms and solar photovoltaic. This course is suitable for non-science majors, but a willingness to think in physical terms will be essential.

Three lectures per week.

Junior and senior course. Open to physics majors only by permission of instructor.

Hour C P. B. KRAMER

[338F The Natural Philosophy of Time (Not offered 1980-81; to be offered 1981-82.)
An analysis of how time enters into the physicist’s description of nature and an attempt to see how this view of time is related to ordinary human experience.

Lecture and discussion, three hours a week.
Prerequisite, a working knowledge of high school algebra. Closed to physics and chemistry majors.

Hour D. P. PARK

COURSES WITH PREREQUISITES

141 Twentieth Century Physics: Foundations and Frontiers
A survey of some of the main ideas of modern physics; the nature of matter and of light
and how they interact; the structure and transformations of the elementary particles; the theory of quarks and gluons and how it is tested in explaining the properties of the known universe in terms of processes occurring during the first few seconds of the Big Bang. Lectures and discussion, three hours per week. Optional laboratory. Prerequisite, a year of high school physics or consent of instructor.

Hour D D D P

142 Mechanics and Special Relativity
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; laboratory, two hours every other week; problem sets. Prerequisite, a year of high school physics or one semester of college physics. Students taking Physics 142 must have had or be taking Mathematics 108 or equivalent.

Hour D Lab sections: Mon., Tu., Wed.

201 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, three hours a week; problem sets. Prerequisite, Physics 142 and Mathematics 108 or the equivalent.

Hour M Lab sections: Mon., Tu., Wed.

202 Waves and Modern Optics
Introduction to physical optics, including wave propagation, interference, diffraction, polarization and coherence. Illustrations from modern spectroscopy, laser physics and nonlinear optics. Lectures and discussion, three hours a week; problem sets; laboratory, three hours a week. Prerequisite, Physics 201.

Hour M Lab sections: Mon., Tu., Wed.

204 Electronics
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. Prerequisite, Physics 201.

Hour RS

210 Applied Mathematics for Physical Scientists
Introduction to applied mathematics for physics, chemistry and theoretical biology students. Topics include differential and integral equations, Fourier series and integrals and complex variables. Lectures and discussion, three hours a week; problem sets. Prerequisite, Mathematics 108 or equivalent.

Hour D

310 Introductory Quantum Physics
The origins of quantum theory, development of the Schrödinger wave equation, exact and approximate solutions to the wave equation, applications to atomic and nuclear physics. Lectures and discussion, three hours a week; problem sets; laboratory, three hours a week. Prerequisites, Physics 202 and Physics 210.

Hour M Lab sections: Mon., Tu.
Physics

302 Intermediate Quantum Mechanics
General formulation of quantum dynamics. Symmetry, spin and orbital angular momentum, scattering, radiation and theory of many-particle systems. Applications to atomic and nuclear physics.
Lectures and discussion, three hours a week; problem sets.
Prerequisite, Physics 301.
Hour M

303 Thermodynamics and Statistical Mechanics (Offered 1980-81; not to be offered 1981-82.)
Introduction to the terminology and methods of thermodynamics. Theory of systems consisting of large numbers of particles. Derivation of physical properties and their relations to the thermodynamic description. Applications to various thermal phenomena.
Lectures and discussion, three hours a week; problem sets.
Prerequisites, Physics 201 and 210.
Hour L

304 Solid State Physics (Offered 1980-81; not to be offered 1981-82.)
Crystalline structure, elastic and thermal properties, theory of electrons in metals, introduction to band theory, properties of semiconductors, magnetic and dielectric properties, crystal defects.
Lectures and discussion, three hours a week; problem sets.
Prerequisites, Physics 301 and Physics 303 or permission of instructor.
Hour F. Brown

305 Theory of Electromagnetic Fields and Waves (Not offered 1980-81; to be offered 1981-82.)
Fundamentals of electromagnetics, mathematical methods in potential theory, Maxwell's equations, electromagnetic waves, the field of an accelerating charge, radiating systems.
Lectures and discussion, three hours a week; problem sets.
Prerequisites, Physics 202 and 210.

306 Nuclear Physics and Elementary Particles (Not offered 1980-81; to be offered 1981-82.)
Lectures and discussion, three hours a week; problem sets.
Prerequisite, Physics 301, co-requisite, Physics 302 or permission of the instructor.

307 (formerly 407) Cosmology (Same as Astronomy 307) (Not offered 1980-81; to be offered 1981-82.)
(See under Astronomy for full description.)

309 The Milky Way Galaxy (Same as Astronomy 309)
(See under Astronomy for full description.)

311 Classical Mechanics (Offered 1980-81; not to be offered 1981-82.)
Basic principles of theoretical mechanics, with particular regard to questions of physical formulation and mathematical method. Lagrange's equations, planetary motion, kinetics and dynamics of rigid bodies, correspondence of classical mechanics with quantum mechanics and other applications.
Lectures and discussion, three hours a week; problem sets.
Prerequisite, Physics 142 and Physics 210.
Physics, Political Economy

402 Topics in Physics
The topics to be covered in this course will vary from year to year. For 1980-81 the description is as follows: Quantum electronics, including the semiclassical theory of absorption and emission of radiation, spontaneous and induced transitions, homogeneous and inhomogeneous line broadening, coherent and incoherent radiation, laser operation and non-linear optics.
Seminar with equal participation by students, three hours a week.
Required of senior physics majors and normally open only to seniors.
Prerequisite, Physics 301.

410 Stellar Astrophysics (Same as Astronomy 410) (Offered 1980-81; not to be offered 1981-82.)
(See under Astronomy for full description.)

412 Solar Physics (Same as Astronomy 412) (Not offered 1980-81; to be offered 1981-82.)
(See under Astronomy for full description.)

493-W31, W31-494 Senior Research
An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics and Astronomy, as discussed above under the heading of the degree with honors in Physics.
Senior course. Prerequisite, permission of the department.

497, 498 Independent Study

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.

Colloquia
The Faculty of the Physics and Astronomy Department meets weekly to discuss recently published and unpublished work. Members of other science departments and undergraduates are welcome and undergraduate majors are expected to attend.

POLITICAL ECONOMY (Div. II)

Chairman, Professor M. Brown*
Acting Chairman, Assistant Professor McPherson**

Assistant Professors: Epstein, Krouse, McPherson, Woodward.

MAJOR PROGRAM
Political Science 101 Democracy in America: Promise and Performance
Economics 101 Introduction to Economics
Political Science 102 International Relations
Economics 251 Price and Allocation Theory
Economics 252 Income and Growth Theory

*On sabbatical leave first semester 1980-81
**First semester 1980-81
Political Economy

Political Science 206 Empirical Political Science
Political Economy 301 Analytical Views of Political Economy
Economics 358 International Economics or Economics 360F Studies in International Trade and Finance
Political Science 212 The Legislative Process or Political Science 214 The Presidency and the Congress or Political Science 216F Public Policy in Urban Politics or Political Science 218F Bureaucracy in America or Political Economy 302 Public Policymaking in the U.S.
Political Economy 401 Political Economy of International Affairs
Political Economy 402 Political Economy of Public Policy Issues

The major includes substantial study of the central analytical approaches in both political science and economics. In the junior and senior years a conscious merging of the approaches in the two fields is undertaken, in the three required Political Economy courses. These courses are designed and taught jointly by political scientists and economists. Political Economy 301 examines alternative analytical frameworks which affect how an analyst views a political economic problem. Political Economy 401 examines interactions of political and economic forces in contemporary international affairs. Political Economy 402 examines such interactions in selected current public policy issues. Background for these senior courses is acquired through a course in international economics and a course relating to American public policy making.

The major seeks to surmount the sometimes artificial barriers of specialization that may characterize either subject taken by itself. It is designed to give those who enter politics, 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

Due to the special demands of this inter-disciplinary major, the only route to Honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and Winter Study period. The third course contributing to such an honors program would normally be an elective in Political Science, Economics or Political Economy, taken during the junior year. This course, which may be counted as one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy Major may apply for the honors thesis program by means of a written proposal submitted to the Chairman at least ten days before the course registration in the spring. Written guidelines for such proposals are available in the Chairman’s office. The proposal should have been discussed with at least one faculty member, and at least one faculty adviser for the project should be suggested.

The Political Economy Advisory Committee will review such proposals and advise students prior to spring registration whether the project has been provisionally approved. Final approval will be given by the end of the spring term and the instructors will be indicated.

To achieve the degree with honors in Political Economy the thesis must be completed by the end of Winter Study period and be judged of honors quality by the faculty advisory committee. A thesis which is judged to be of particular distinction will qualify its author for the degree with highest honors.

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.

301 Analytical Views of Political Economy

Political economy deals with the creation and distribution of values within a society, and
Political Economy

the effects that government policy can have on this process. What one sees in this field depends on what one looks for, i.e., on the analytic view adopted. This course emphasizes the classical laissez faire theory of Adam Smith, the dialectical theory of Karl Marx and the humanitarian liberalism of J. S. Mill and J. M. Keynes; and observes how interpretations of contemporary political economists are shaped by these alternative theoretical frameworks. An area of contemporary social policy, such as education, is examined as an illustration of how paradigms affect analysis.

Junior course. Required in Political Economy major but open to non-majors. Prerequisites, Economics 101 and Political Science 101.

Hours P, R  

KROUSE, McPHERSON

302 Public Policymaking in the U.S.

A study of the political and economic forces and the decisional processes which shape American public policy. The setting of the agenda of public issues, methods of policy formulation, legislative and administrative decision-making institutions, and problems of policy implementation and evaluation are examined. Use of decision analysis and cost-benefit analysis to compare conflicting public policies and to choose among them. Emphasis on difficult choices involving basic values, safety and risk, trade-offs between present and future interests and between different income classes. Evaluation of policies on basis of limited information, experimental or non-experimental. Case studies are used from current policy issues.

Requirements, midterm and final examinations.

Prerequisites, Economics 101, Political Science 101 and 206.

Hour S

BOLTON

304 Comparative Political-Economic Systems

Systematic, comparative study of the alternatives for the political-economic organization of modern societies. Prototypes of democratic or authoritarian government and market or authority-based organization of the economy in Europe, Asia, Latin America and the Middle East will be examined with these questions in mind: What alternatives are available to particular societies and what adaptations have been made in the basic forms? What are the relationships between their political-economic organization and the priorities established among social goals? What are the relative strengths and weaknesses of each system in realizing its objectives?

Requirements, one examination and a research paper.

Junior and senior course. Group D Prerequisites, Economics 101 and Political Science 101.

Hour M

WOODWARD

397, 398 Independent Study

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chairman.

401 Political Economy of International Affairs

Analysis of how varying political and economic concerns of different nation states interact in contemporary international affairs. The focus is on international issues among the industrialized democracies and between these countries and the developing countries. Particular issues to be examined may include European integration, international trade and monetary negotiations, military security relations, OPEC and commodity agreements, and international development assistance and multinational corporations in the light of demands for a New International Economic Order.

Senior course. Required in the major. Prerequisites, Economics 358 or 360F and Political Science 206.

Hour N

GREENE, HARVEY

402 Political Economy of Public Policy Issues

The course begins with an introduction to institutions and methods of making public
Political Economy, Political Science

policy decisions and coping with social change through governmental actions in the United States. The core of the course consists of analyses by student study groups of particular current issues of public policy. The student groups investigate the interacting political and economic aspects of an issue, do extensive reading, conduct interviews (during spring recess) with public and private officials, write a major report on their findings and recommendations, and defend it orally in a public session.

Senior course. Required in the major. Prerequisites, Political Science 212 or 214 or 216F or 218F or Political Economy 302.

Hour T

M. Brown, Epstein

493-W31 Honors Thesis

POLITICAL SCIENCE (Div. II)

Departmental Staff for 1980-81

Chairman, Professor K. P. Tauber


MAJOR PROGRAM

Sequence Courses
Political Science 101 Democracy in America: Promise and Performance
Political Science 102 International Relations
Political Science 203 Political Philosophy
Political Science 206 Empirical Political Science
The Political Science Senior Seminar (one semester) or a Senior Individual Project comprising one semester and a winter study (Political Science 491-W30 or W30-492)

Majors specializing in Comparative Politics and Foreign Regimes (Subfield D) must take Political Science 304

Parallel Courses
a) One semester course in Comparative Politics and Foreign Regimes (Group D) 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 subfields of specialization:
   American Politics (Group A, numbered in the 10's)
   International Relations (Group B, numbered in the 20's)
   Political Philosophy (Group C, numbered in the 30's)
   Comparative Politics and Foreign Regimes (Group D, numbered in the 40's)
c) One other semester course 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 without formal permission of the department.

Junior Majors who can demonstrate that their interests in Political Science cannot be accommodated within one of the existing subfields, may petition the Department for permission to devise their own "subfield major" of a minimum of two Political Science electives and an Individual Project in the Senior Year.

*On sabbatical leave first semester 1980-81
**On leave 1980-81
***First semester 1980-81
Political Science

Winter Study Project

Although the Department continues to welcome relevant WSP 99 proposals that can make important contributions to the students' understanding of public affairs and politics, no more than thirty can be accommodated in any one Winter Study Period. Majors, seniors and students without previous WSP 99 experience have preference.

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 203, 206 following 101, 102. But there is 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.

During the second 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 adviser and topic agreed upon before spring registration. Those choosing the Seminar route will be grouped according to their fields of interest for their senior year. Their choice must be in the area of their elective specialization; students must have completed one, and preferably both, electives before taking the Senior Seminar. At the latest, the second course must be taken simultaneously with the Seminar.

AFRO-AMERICAN STUDIES, AREA STUDIES AND ENVIRONMENTAL STUDIES

Students majoring in Political Science who are undertaking an Afro-American Studies, Area Studies or Environmental Studies program, and who are candidates for the regular degree, may take two courses under these programs in other departments as the two-course variant of parallel course c), as long as the courses have political science content and have been submitted to the Political Science Department for approval.

THE DEGREE WITH HONORS IN POLITICAL SCIENCE

The specialization route is the sole one to the degree with honors. While the regular program calls for either a Senior Seminar in the student's chosen subfield of specialization or an Individual Project in it, the honors degree program requires both the Seminar and the Project (or Thesis).

Student application for admission to the program, which is made in the second semester of the junior year is judged on the basis of overall performance in the major. Admission enables the student to become a formal candidate. Receipt of the degree with honors will then depend on performance in fulfilling the remaining requirements.

THE JUNIOR YEAR ABROAD

A major in Political Science can be readily and usefully combined with study in a foreign country. Normally, no more than two semester courses taken abroad may be counted toward the requirements for a degree in Political Science. However, with the Department's prior approval of a petition, more than two semester courses can be applied toward the major requirements.

Students who are thinking about spending an entire year abroad, should make very certain that they will have taken Political Science 206 by the end of their sophomore year.

101, 101S  Democracy in America: Promise and Performance

An examination of the past history, present status and future prospects of democracy in
Political Science

America. Through a consideration of the politics of American democracy, the course attempts to equip the student with a more complete and critical understanding of the character of American government and the nature of democratic rule. It begins with an examination of the theoretical foundations of American government. It then proceeds to consider contemporary American political institutions and processes: political parties and pressure groups, voting and elections, Congress, the Presidency and the Supreme Court. Finally, the course concludes with a broad reexamination of the present status and future prospects of American democracy. A single question is the overriding concern throughout: what is the relationship between the ideal and the achievement, the promise and the performance, of democracy in America?

Requirements, midterm and final examinations and a research paper of medium length.

First semester: ALBRITTON, BARNETT, JACOBSOHN
Second semester: JACOBSOHN

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 emphasizes current problems and gives a broad geographic coverage.

First semester: NUCCIO, STIGLICZ
Second semester: BAKER, GREENE, STIGLICZ

203, 203S Political Philosophy

A systematic effort to think coherently about the political requirements for the "just society" and the "good life." Through a close study of some of the most influential works in Western political thought, representing both the classical and modern traditions, this course presents widely divergent views about the nature of man, the relationship of the individual to society, the nature of freedom, equality and justice, as well as about the "proper" method to study politics. Among the theorists studied are Plato, Aristotle, Hobbes, Locke, Rousseau and Marx. The aim of the course is to promote a more critical understanding of contemporary political ideologies and institutions through a familiarity with the major traditions in the history of political philosophy.

Requirements, two critical papers of short to medium length and a final examination.

First semester: KROUSE, TAUBER, WOODWARD
Second semester: TAUBER

206F, 206 Empirical Political Science (Same as Sociology 212F, 212 Empirical Social Science)

Three major problems of social and political science as disciplines 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 secondary data analysis. Multivariate statistical techniques for both cross-tabulation and correlation/regression are covered. Analysis problems stress the interrelationship of theory and research. Emphasis is placed on the use of the computer to obtain appropriate statistics rather than on hand-calculation. A knowledge of computer programming is not necessary.

Requirements, individual exercises, one group exercise, midterm examination, final examination and one analysis paper of 10-15 pages.

First semester: MARCUS
Second semester: MARCUS, STIGLICZ
Political Science

211 Public Opinion and Political Behavior (Same as Psychology 209)
Psychological and sociological variables affecting the formation and change of political attitudes. Pressure groups and the mass media of communication as they influence the formation of public opinion on current domestic and international issues. Perennial and ad hoc relationships between political opinions and candidate choice. A critical examination of polling as a research technique used in the measurement of public opinion. The class designs and executes a local public opinion survey. Each student analyses that segment of the poll data reflecting his or her particular substantive interest. During the following Winter Study Period, individual students are encouraged to pursue these interests (as a 99 project), analyzing in greater depth national and international survey data. Requirements, one hour exam and a project report. Sophomore and junior course. Open to freshmen. Group A Prerequisite, Psychology 101 or Political Science 101. Hour N

212 The Legislative Process
Using both theoretical and case studies the process of law making is examined and analyzed. The course includes an inquiry into the philosophical and constitutional foundation of legislation. Focusing on the Congress of the United States, specific attention is given to the organizational, procedural, membership, party and political dimensions as those factors relate to the enactment of laws. Case studies explore in detail the issues and responses of the legislative process. Both the opportunities and constraints of the process are reviewed and highlighted. Open to sophomores, juniors and seniors. Group A Prerequisite, Political Science 101. Hour R

213S American Parties and Politics
Central to any theory of democratic politics is the ability of the political party to link the populace and the government. The central question of the course is how well American parties have in the past performed (and can be in the future expected to perform) their representative and educative functions. Topics include: The historical development of a party system, the question of the continued validity of the two-party system, the capacity of parties to provide for representation and control of elite political behavior, and especially the decline of parties in American politics. Requirements, a moderate length research paper, a final examination. Sophomore and junior course. Group A Prerequisite, Political Science 101. Hour N

[214 The Presidency and the Congress (Not offered 1980-81.)]
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. Attention focuses on assessing the style and capabilities of recent Presidential administrations. Requirements, midterm examination and an option of a final examination or a term paper. Sophomore and junior course. Group A Prerequisite, Political Science 101. Hour

[217 State Politics and Policies (Not offered 1980-81; to be offered 1981-82.)]
A comparative systems study of American state politics and policies. The historical, cultural, regional and socio-economic settings of state politics are examined. The patterns and causes of the various party, participation, interest group systems and the governmental structures are explored. The politics of state public policies such as race relations, E.R.A., welfare, environment and higher education are compared. Emphasis will be placed upon the role of the states in the federal system. Requirements, midterm and final examinations. Sophomore and junior course. Group A Prerequisite, Political Science 101. Hour
Political Science

218F  Bureaucracy in America
This course treats bureaucracy as a central social issue of American democracy. The various topics focus on inherent conflicts between bureaucratic organization and democratic processes. The emphasis is on administrative decision-making with special application to decisions of the federal bureaucracy.
Requirements, one medium-length term paper, midterm and final examinations.
Sophomore and junior course. Group A
Hour  N

219  The Supreme Court and the Constitution
A study of the courts in the American political system emphasizing the United States Supreme Court and the exercise of judicial review. The course focuses upon the role of the courts in a democratic society and the nature of the judicial decision-making process. Much of the reading is of Supreme Court opinions that illustrate and define the structure of power in a constitutional democracy and the rights of individuals under the Constitution.
Requirements, midterm and final examinations and a critical paper of short to medium length.
Sophomore and junior course. Group A  Prerequisite, Political Science 101.
Hour  M

221  Contemporary Problems in U.S. Foreign Policy Making
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.
Requirements, midterm and final examinations.
Sophomore and junior course. Group B  Prerequisite, Political Science 102 or permission of the instructor.

223  The War Phenomenon
An inquiry into the origins, characteristics, consequences, historical evolution and meanings of war. The course examines international war from contending speculative and empirical perspectives. Topics include: the dangers and forms of nuclear war; imperialism, international economic dependence and war; the psychological dimensions of war and peace; Clausewitzian, catastrophic, eschatological, psychoanalytic and popular/guerrilla philosophies of war; scientific research on violence; war as a moral problem; and the historical evolution of war as a tool of statecraft.
Requirements, (1) one short interpretive essay or a midterm examination, (2) a final short analytical paper or a final examination, and (3) participation in a simulation designed to replicate dynamics of crisis decision-making (scheduled during four periods of class time) and a short evaluative paper assessing the simulation.
Sophomore and junior course. Group B
Hour  R

[225  International Law and Organization (Not offered 1980-81; to be offered 1981-82.)
An introductory examination of the role of international law and organization in regulating such questions as war, territory, human rights, criminal liability, law of the sea, contracts and agreements, the formation, recognition and succession of states and in seeking solutions to transnational problems such as food, population, environmental protection. Mock court cases and a field trip to the UN General Assembly are conducted.
Requirements, midterm and final examination and mock court or UN simulation participation or a research paper.
Sophomore and junior course. Group B  Prerequisite, Political Science 102.
Hour  M. BROWN]
Political Science

[226 World Order in International Relations (Not offered 1980-81; to be offered 1981-82.)
Most approaches to the study of international relations emphasize the fact that nation-states act in their own enlightened self-interest. National security becomes the principal means of analyzing the behavior of actors in the international system. Defense capability and balance of trade push more humane concerns (hunger and poverty) into secondary categories. This course makes an effort to see if a “more human world order” is possible. Several strategies for transforming the present world order system into a “preferred” one are analyzed to discern their strengths and weaknesses. Course requirements include two hour exams and a project. Political Science 102 is not a prerequisite but is helpful.
Requirements, midterm and final examinations and two short papers.
Sophomore and junior course. Group B
Hour

[227 The Third World and the International System (Not offered 1980-81.)
This course has a dual purpose. First, it is a survey of the role that states we now call Third World have played in the evolution of the international system. Of particular importance are the colonial era and the “new imperialism” which marked not only European domination, but also the prolongation of relative harmony in the European state system. The second part of the course considers intra-Third World relations in the Post-World War II era. Attention is focused on the emergence and politics of non-alignment and attempts at regional integration in Africa, South America, the Caribbean, as well as the Arab World.
Requirements, written exercise, midterm examination and final project, to be determined after consultation with instructor.
Sophomore and junior course. Group B Prerequisites, none, although Political Science 102 and/or a course in European History may be helpful.
Hour

229 (formerly 247) International Politics of the Middle East
The Middle East in global and regional politics. The primary focus this year is the Arab-Israeli conflict and a consideration of prospects for general peace in the area. Additional questions — notably oil and superpower rivalries — considered as they bear on that central concern.
Lecture and reading course, hour and final examinations only.
Sophomore and junior course. Group B and D
Hour

231S Democratic Theory
An examination of the evolution of democratic ideas from the eighteenth century to the present; and an inquiry into selected problems in the theory and practice of modern democracy. Among the theorists studied in detail are Jean Jacques Rousseau and John Stuart Mill. Among the topics considered are the meaning and justification of the democratic idea, the relationship between liberalism and democracy, representation and participation in the democratic process and the impact of modern conditions upon the possibility of democratic rule. Particular attention is paid to contemporary elite and participatory theories of democracy. Requirements, two critical papers of short to medium length and a final examination. Prerequisites, Political Science 101 or 203 or permission of instructor.
Sophomore and junior course. Group C
Hour

232 American Political Thought
An examination of the major phases of American political thought from colonial times to the present. Political ideas are analyzed and discussed in relation to contemporary controversies and political debate. Emphasis is placed on the recurring competition between two ideological strands in the thought of American political theoreticians and leaders: the pragmatic-legalistic and the radical-visionary. Among the thinkers studied are: Jefferson, Ham-
Political Science

ilton, Calhoun, Lincoln, Frederick Douglass, Thoreau and DuBois. 
Requirements, hour exam, final and a short paper. 
Sophomore and junior course. Groups C and A
Hour S

233 The Foundations of Modern Political Thought
This course traces the origins of the Western concepts of State, citizenship, liberty, constitutionalism and revolution through the writings of Medieval theorists, of the founders of the Protestant Reformation, of Machiavelli and Bodin and of the pamphleteers and theorists of the seventeenth century. The course culminates in an analysis of the constitutionalism of Montesquieu and Hegel. 
Requirements, final examination and either several short interpretive essays or one term paper on a topic of special interest to the student. 
Sophomore and junior course. Group C 
Prerequisites, Political Science 203 or Philosophy 101 or History 309 or 347 or 361 or permission of the instructor.
Hour R

243 Comparative Politics of Europe
An introduction to the fundamental characteristics of the European state and of politics in European democracies. Parliamentary democracy, political parties, alternative forms of popular political participation and protest, political socialization, contrasts between village and urban politics, North and South, and large states and small, the welfare state, and governmental relations with the economy are examined in detail. The course aims to show how politics and political organization influence the formation of social groups, identities and stratification, ideological perceptions, and the structure of conflict within the economy, and how recent trends, such as the conservative tide, tax revolts, terrorism, Eurocommunism, and the European Community can be analyzed and understood. 
Requirements, two short, analytical papers, a midterm and a final examination.
Sophomore and junior course. Group D

[248 The Far East (Not offered 1980-81; to be offered 1981-82.)
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 East Asia. 
Requirements, two hours examinations or one hour examination and one medium length paper. 
Sophomore and junior course. Group D
Hour

[249 Latin American Politics (Not offered 1980-81; to be offered 1981-82.)
A topical and country-specific analysis of the internal dynamics of five Latin American nations: Argentina, Chile, Cuba, Mexico and Venezuela. Readings focus on the distinctive cultural and historical heritage of Latin America, the variety of developmental models represented and the utility of class analysis as a tool of social inquiry. Particular attention is given to the examination of those factors which have led to the emergence of relatively more and less authoritarian regimes in Latin America. 
Requirements, short papers, final examination. 
Sophomore and junior course. Group D
Hour

304 Comparative Political Analysis
What does the comparative method contribute to the study of politics? This course provides an intermediate-level introduction to the fundamental questions raised by the study of governments and to the theoretical and methodological assumptions underlying our knowledge of political systems, and political behavior within them. Why do governments take the
Political Science

form they do? Who benefits and why under different political systems? What explains political stability and continuity? Why do revolutions occur? What is the role of politics in social, economic and cultural change? Such questions are examined both for the ways in which they can be studied and for the answers we have available. Students are encouraged to attempt independent research on a topic of interest to them and to use the course material to analyze contemporary political issues.

Requirements, a term paper and a final examination.

Sophomore, junior and senior course. Group D  Prerequisite, one 200 level Group D course or permission of the instructor.

Hour  R

Woodward

[310  Psychology and Politics (Not offered 1980-81; to be offered 1981-82.)

An investigation into the links between political activity such as voting, political activism, leadership, mobilization and propaganda and psychological processes, such as cognitive processing, socialization, symbolic interaction, dissonance and balance theories. Substantively the course examines the effects of psychological forces in a democratic society. In addition to readings and lectures, the work of the course includes student designed and executed experiments.

Junior and senior course. Group A  Prerequisite, Political Science 101.

Hour  M

Marcus

316  Public Policymaking in the U.S. (Same as Political Economy 302)

A study of the political and economic forces and the decisional processes which shape American public policy. The setting of the agenda of the public issues, methods of policy formulation, legislative and administrative decision-making institutions, and problems of policy implementation and evaluation are examined. Use of decision analysis and cost-benefit analysis to compare conflicting public policies and to choose among them. Emphasis on difficult choices involving basic values, safety and risk, trade-offs between present and future interests and between different income classes. Evaluation of policies on basis of limited information, experimental or non-experimental. Case studies are used from current policy issues.

Requirements, midterm and final examinations.

Junior and senior course. Group A  Prerequisites, Political Science 101, 206 and Economics 101.

Hour  S

Bolton

317  Environmental Law

An introduction to the rapidly expanding process and body of law related to the environment. Emphasis is on an understanding of the opportunities and limitations of law in resolving and establishing environmental related public policy. The course includes a survey of both the process and substance of judicial law, legislation, administrative law, and emerging forms of international law, dealing with pollution control, environmental impacts and natural resource exploitation. Basic legal doctrines such as property rights and public trust are examined.

Limited to juniors and seniors. Group A

Hour  M

Jorling

[318  Civil Liberties in the United States (Not offered 1980-81; to be offered 1981-82.)

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.

Requirements, hour and final examinations and an optional paper.

Junior and senior course. Group A  Prerequisite, Political Science 101.

Hour

Barnett]
319 Criminal Justice in America
An introduction to the principles and problems of criminal justice. The emphasis is on the American experience. Analysis and discussion of legal cases and concepts constitute a substantial part of the course, but other political and descriptive writings are also broadly utilized. The course includes such topics as the concept of crime and its punishment; the causes and extent of crime; the American process of criminal justice; and the rights of criminal defendants. Special attention is being given to the potential for abuse of discretion in the system as well as to "political trials" and "victimless crimes."
Requirements, an hour examination, a final examination and an optional paper.

Junior course. Group A    Prerequisite, Political Science 101.
Hour S

BARNETT

321 American National Security Policy (Not offered 1980-81; to be offered 1981-82.)
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.
Requirements, midterm examination and paper.

Junior and senior course. Group B    Prerequisite, by permission of instructor.
Hour

GREENE

322 The Nation State and Foreign Policy
This course investigates the diplomacy of a variety of foreign states in the modern era. We examine major powers in Europe and East Asia, regional states on other continents (e.g., Brazil and India) and the stresses that confront smaller states. This includes a review of domestic factors and ideological forces that help shape national objectives. Finally, in addition to studying the unique aspects of national foreign policies, we ask whether recurrent patterns and similarities emerge from such comparative observations.
Requirements, one class presentation, one hour examination and one term paper on the foreign policy of a selected country.

Junior and senior course. Groups B and D    Prerequisite, Political Science 102.
Hour O

GREENE

325S Diplomacy and Negotiation
The evolution and current problems of diplomacy and the process and techniques of international negotiation are examined. Essays and commentaries, historical case studies, written analytical exercises, simulation and student research are utilized to this end. Occasional lecture and regular class discussion. Particular emphasis on U.S. diplomacy.
Sophomore, junior and senior course. Group B    Prerequisite, Political Science 102.
Hour M

M. BROWN

327 Resources in International Relations (Not offered 1980-81.)
The Arab oil embargo of 1973 has focused world attention on vital resources. No longer can the industrialized states assume unlimited supplies or unhampered access to those products. Yet, the question of the ability of other Third World States to emulate the experiences of the Organization of Oil Exporting Countries is a valid one. After first considering what the oil producers were able to accomplish and why, we weigh the chances of success for other resource producers. The underlying issue is whether resource cartel offers its members any greater autonomy.
Requirements, two exams and a project.

Junior and senior course. Group B    Prerequisite, Political Science 102.
Hour

peek

333 Analytical Views of Political Economy (Same as Political Economy 301)
Political economy deals with the creation and distribution of values within a society, and
Political Science

the effects that government policy can have on this process. What one sees in this field depends on what one looks for, i.e., on the analytic view adopted. This course emphasizes the classical laissez faire theory of Adam Smith, the dialectical theory of Karl Marx and the humanitarian liberalism of J. S. Mill and J. M. Keynes; and observes how interpretations of contemporary political economists are shaped by these alternative theoretical frameworks. An area of contemporary social policy, such as education, is examined an an illustration of how paradigms affect analysis.

Junior and senior course. Group C Prerequisites, Political Science 101 and Economics 101.

Hours P, R

THEORIES OF THE STATE (Not offered 1980-81; to be offered 1981-82.)

An examination of theories of power and the state, focusing on the distribution of power and the role of the state in advanced industrial societies. The course begins with a preliminary examination of two classical theories of power and the state: the Marxian and the Weberian. It then proceeds to a critical appraisal of some recent studies of the distribution of power in America at both the national and community levels. A concluding section considers the role of the welfare state in late capitalist society.

Sophomore and junior course. Groups A and C

Hour Krouse, McPherson

336 The Social and Political Philosophy of Karl Marx

Based upon the most significant works of Marx, this course follows the development of his social and politico-economic thought. After assessing Marx's relationship to the philosophies of Hegel and Feuerbach, the discussion focuses on the nature of historical materialism and on Marx's theories of alienation, ideology, capitalist contradictions, the state and revolution. In conclusion, the development of Marxism in the twentieth century is exemplified through the political and philosophical writings of Georg Lukács and Antonio Gramsci. Requirements, a term paper and final examination.

Junior and senior course. Group C

Hour Krouse

338 American Legal Philosophy (Not offered 1980-81; to be offered 1981-82.)

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 positivist, sociological, natural law and realist schools of jurisprudence. Students become acquainted with the contributions of such crucial figures as Marshall, Pound, Holmes, Cardozo, Frankfurter and Fuller. Case materials illustrate the various perspectives on the law. An important object of the course is 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 enforcement of morality, the moral grounds for disobedience to law, the nature and limits of judicial law-making and the rationale for legal punishment. Requirements, midterm and final examinations and a short paper.

Junior and senior course. Groups A and C

Hour Tauber

344 Politics and the State under Socialism (Not offered 1980-81.)

A wide variety of political systems and of governmental policies have been motivated by socialist thought and conviction. This course looks at that variety, at the shared characteristics among them, and at some of the reasons for and consequences of that variation. With some attention to the theoretical background and political origins of socialist regimes, the course examines the role of the state under socialism, socialist policies and their results, and socialist innovations in forms of political and work organization and decision-making. Although empirical material is drawn predominantly from the socialist countries of Eastern Europe and the Soviet Union and some social democracies of Western Europe, contrasts
with socialist development in Asia, Africa and Latin America, are also studied. Require-
ments, one moderate length paper, a midterm and a final examination.
Sophomore and junior course. Group D Prerequisites, none.

[345  Comparative Public Policy in Europe (Not offered 1980-81.)]
This course examines the operation and determining influences on a number of major
public policies in several advanced industrial states. In particular, the course is concerned
with explaining the effects that different types of ethnic cleavage, levels of economic de­
velopment, class alignments, systems of interest group representation, and bureaucratic au­
thority have on the operation and outcomes of public policy in the areas of central economic
planning, labor and industrial relations, social welfare policy, tax policy, and health and
education. The policy experiences of Great Britain, France, the two Germanies, Sweden,
Italy, Spain and Yugoslavia are examined in detail.
Requirements, midterm and final examinations and a term paper.
Sophomore, junior and senior course. Group D

[346 Comparative Political-Economic Systems (Same as Political Economy
304)]
Systematic, comparative study of the alternatives for the political-economic organization
of modern societies. Prototypes of democratic or authoritarian government and market or
authority-based organization of the economy in Europe, Asia, Latin America and the Middle
East will be examined with these questions in mind: What alternatives are available to
particular societies and what adaptations have been made in the basic forms? What are the
relationships between their political-economic organization and the priorities established
among social goals? What are the relative strengths and weaknesses of each system in
realizing its objectives?
Requirements, one examination and a research paper.
Junior and senior course. Group D Prerequisites, Political Science 101 and Economics
101.

[347S Domestic Politics of the Middle East (Not offered 1980-81; to be
offered 1981-82.)]
An inquiry into the character and meaning of domestic political life in the Middle East,
with primary focus on the Arab world. Selected political communities examined intensively
on the local, regional and national levels. Problems of methodology explicitly considered,
including the contrasting of conflict and equilibrium approaches and the evaluation of a
variety of methodologies related to them.
Discussion format, research paper required.
Junior and senior course. Group D Prerequisites, at least one upper level Political Science
course in group D, with preference to those who have taken Political Science 229 or some
comparable course.

[348 Selected Topics in Soviet Politics]
An intensive study of a limited number of central problems, substantive and methodolog­
ical, in Soviet domestic and international politics. While grounded in the Soviet experience,
the topics discussed (such as the sources of legitimacy and consensus, the nature of the
ideological and institutional contexts of political dynamics, and the character of change and
stability) have a generalized importance for the comparative analysis of domestic and inter­
national politics.
Discussion format, research paper required.
Junior and senior course. Group D and B Prerequisites, at least one upper level Political Science
course in either group D or B or previous coursework in the Russian area.

Baker
Political Science

397, 398  Independent Study
Open to upperclasspersons with permission of the Department.

SENIOR COURSES

401  Seminar in American Politics
The focus this year is the analytical and systematic study of the consequences of a nuclear war on the social, economic and political institutions of the United States. Particular attention is given to political consequences. The seminar considers data from the nuclear attacks on Japan, mass bombings in World War II and natural disasters (such as floods and earthquakes).
Group A
Hour  T

402F  Seminar in International Relations
The focus this year is the Soviet Union and the Third World. Readings and group discussions will examine in depth Soviet involvements in the Middle East from the mid-fifties. However, student research projects may include the comparative study of the Soviet role in other Third World areas.
Research paper and oral presentation required.
Group B
Hour  TU Tu.

403S  Seminar in Political Philosophy
The focus this year is upon liberal democracy as a tradition of political philosophy and a form of political society, and upon the nature and validity of Marxian critiques, of liberalism and liberal critiques of Marxism.
Requirements, oral presentations and a research paper.
Open to qualified non-majors with permission of the instructor. Group C
Hour  U

404F  Seminar in Comparative Politics
The focus this year is on the role of the State in the periphery and semi-periphery. Beginning with a theoretical discussion of various approaches to a theory of the State, the seminar then concentrates on several case studies including, among others, Mexico, Brazil, Spain, Egypt and China. The seminar explores such questions as the nature of different State roles on democracy and social inequality and the ways in which various State apparatuses have achieved relative autonomy from domestic political influences (both progressive and reactionary).
Requirements, research paper and oral presentation.
Group D
Hour  U

[411  American Political Leadership in a Time of Crisis (Not offered 1980-81; to be offered 1981-82.)
This course develops a theory of leadership and analyzes its practice in terms of political values, conflict, purpose and consequences. The theory is applied to the political and social crises of the pre-Civil War period of American history through a historical and theoretical analysis of the key decisions of politicians, like Webster and Lincoln, and of ideological leaders such as Garrison.
Requirement, a substantial paper.
Senior course. Group A  Enrollment limited to 15 with preference given to Senior majors in Subfield A (who may take this course in lieu of the Senior Seminar), but open also to other Political Science majors as well as majors from other Departments, by permission of the instructor.
Hour  BURNS]
491-W30  Individual Project
The Senior major, having discussed with relevant faculty members a variety of study projects during the second semester of the junior year, devotes a semester and a winter study to an inquiry of the student’s choice. Prerequisites, Political Science 201 and 202 and at least one elective course in the Major’s subfield specialization. (Specializers in Subfield D must also have previously taken Political Science 304.)

W30-492  Individual Project
Same as Political Science 491 but offered in the second semester.

493-W31-494  Senior Thesis

497, 498  Independent Study
Open to Senior Majors with permission of the Department.

PSYCHOLOGY (Div. II)
Departmental Staff for 1980-81

Professor T. E. McGill

MAJOR PROGRAM
(1) Psychology 101 Introductory Psychology
(2) Psychology 201 Experimental Design and Statistics or by the end of the junior 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 taking Psychology 201 do so in their sophomore year.

(3) At least one course from each of the following groups of 200 level courses.
Group A Psychology 203 (formerly 221S) Principles of Learning
Psychology 211 (formerly 212) Animal Behavior
Psychology 212 (formerly 211) Physiological Psychology

Group B Psychology 222 (formerly 223) Human Cognition
Psychology 232 (formerly 231) Developmental Psychology

Group C Psychology 241 Personality Theories
Psychology 242 Psychopathology
Psychology 252 Social Psychology

(4) Three 300 level courses from at least two of the areas listed below:
Area 1: Biological Psychology (courses with middle digit 1)
Area 2: Cognitive Psychology (courses with middle digit 2)
Area 3: Developmental Psychology (courses with middle digit 3)
Area 4: Personality Psychology (courses with middle digit 4)
Area 5: Social Psychology (courses with middle digit 5)
At least one of these courses must include a laboratory or empirical project.

(5) A Psychology senior seminar
With the approval of the department, students may substitute two courses in associated fields for one of the required 300 level courses. Students must apply in writing for this approval.

THE DEGREE WITH HONORS IN PSYCHOLOGY
Students who are candidates for Honors need take only two 300 level courses from two
Psychology

different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on
original empirical or theoretical work. Presentation of a thesis, however, should not be
interpreted as a guarantee to a degree with Honors. Guidelines for pursuing the degree with
Honors are available from the department.

PSYCHOBIOLOGY

Psychology or Biology majors may emphasize studies in the area of Psychobiology. Inter­
ested students are encouraged to consult members of either Department in choosing
courses. Recommended courses include Biology 205, Primate Biology and Behavior; Biol­
ogy 303, Advanced Neurobiology; Psychology 212, Physiological Psychology; Psychology
211, Animal Behavior; Psychology 312, Neuropsychology; Psychology 203, Principles of
Learning. Other courses may be selected according to the student’s interests.

COURSE NUMBERING RATIONALE

As is the case in all departments, the first digit of a Psychology course number indicates
the relative level of the course. Where appropriate, the second digit corresponds to the
Areas listed above.

101, 101S Introductory Psychology

An introduction to the major sub-fields of psychology: biological, cognitive, develop­
mental, personality and social. The course aims to acquaint students with the major meth­
ods, theoretical points of view and findings of each sub-field. Important concepts are
exemplified by a study of selected topics and issues within each of the five areas.
The course may be pursued under one of two instructional methods. The fall semester
course (101) is taught in a lecture format. Each of the five sections of the course includes a
quiz. There is a final at the end of the course.
The spring semester course (101S) is taught under a self-paced, mastery-oriented format
known as the Keller Plan. Students proceed through the course by demonstrating mastery
of five reading units and five lecture units, followed by a final exam. Unit quizzes may be
taken on a schedule set by the student to reflect his or her preferred rate of learning.

Freshman course.

Hour C

201 Experimental Design and Statistics

An introduction to the use of statistical methods in the analysis and interpretation of
psychological data. Three examinations, weekly progress checks, three projects.
It is strongly recommended that Psychology majors take this course in their sophomore
year.
Prerequisite, Psychology 101 or permission of instructor.

Hour D Lab. section: Arr.

203 (formerly 221S) Principles of Learning

This course presents theories and models of learning in both animals and humans and
considers the importance of such theories for an understanding of behavior. The relevance
of research with laboratory animals to the study of human learning and memory is discussed.
Practical applications of learning theories, including behavior modification, are also exam­
ined.
This course will satisfy Division III requirement.
Requirements, hour test, term paper, laboratory project and a final examination. Open to
freshmen with permission of the instructor.
Prerequisite, Psychology 101.

Hour N Lab. section: Arr.

209 (formerly 253) Public Opinion and Political Behavior (Same as Polit­i­
cal Science 211)

(See under Political Science for full description.)
Psychology

211 (formerly 212) Animal Behavior (Same as Biology 208F)
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.  
MCGILL, DRICKAMER

212 (formerly 211) Physiological Psychology
A study of how the brain controls behavior. Topics include a survey of the basic structure and function of the nervous system including neuroanatomy, neurophysiology and neuropharmacology, sensory systems, emotional behavior, neural mechanisms of learning and memory, sleep and higher processes such as language and consciousness. Each student will participate in a series of laboratory exercises and demonstrations. Two hour examinations, a final examination and a paper.
This course will satisfy Division III requirement.
Open to freshmen. Prerequisite, Psychology 101 or Biology 101.
Hour N Lab. section: Arr.  
SOLOMON

222 (formerly 223) Human Cognition
A critical examination of human cognitive processes including attention, pattern recognition, memory, language and thinking. Special attention is given to the neuro-psychological approach to the study of cognitive function, and to the results of investigations with brain-damaged humans. The importance of research with both intact humans and with brain-damaged individuals is discussed.
Requirements, midterm exam, paper and final examination.
Open to freshmen. Prerequisite, Psychology 101.
Hour D  
BOGYO

232 (formerly 231) Developmental Psychology
An introduction to the study of human growth and development from infancy through adulthood. Topics for discussion include perceptual and motor development, language acquisition, memory and intellectual development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including social learning, psychoanalytic and cognitive-developmental models.
Requirements, two hour exams, paper and final exam.
Open to freshmen. Prerequisite, Psychology 101.
Hour C Mon., Wed. Conferences: M Th., N Th., C Fri.  
KAVANAUGH

241 Personality Theories
An examination of the theoretical resources which offer the most promise of illuminating our understanding of the individual. An attempt is made to develop — and apply to the study of lives — an integrated conception of personality. The focus is on the way in which adult personality emerges out of childhood and the strategies of living which different individuals devise. Contributions from such theorists as Freud, Adler, Murray, Rogers, Erikson, Mahler and Winnicott are considered. Concepts that are emphasized include: competence and self-esteem; ego-structure and identity; the unconscious; and separation-individuation and autonomy.
Requirements, hour test, term paper and final examination.
Prerequisite, Psychology 101.
Hour T  
ANDERSON
Psychology

242 Psychopathology
A study of the major forms of psychological disability emphasizing changing conceptions of their nature and treatment. Analysis of historical and contemporary models of abnormal behavior; theories of neurosis and psychotherapy; bio-psychological approaches to schizophrenia and depression; the community mental health movement.
Requirements, two hour tests and final.
Open to freshmen. Prerequisite, Psychology 101.

252 Social Psychology
A survey of theory and research in social psychology. Topics include conformity, attitudes and attitude change, prejudice, aggression and interpersonal attraction. Special attention is given to topics such as political campaigning, advertising and indoctrination.
Requirements, two one-hour exams, final exam, one term paper.
Open to freshmen. Prerequisite, Psychology 101.

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 and one other psychology course.

311 (formerly 412) Physiology of Learning and Memory
A survey of the current work being conducted in the physiological basis of learning and memory. The topic will be approached from several viewpoints including electrophysiological, possible neurotransmitters involved, the role of drugs, the role of proteins and other macromolecules, the effects of brain lesions and stimulation, the possible role of hormones and the neural bases of memory disorders. The initial part of the course will consist of a survey of the various areas. The latter part of the course will be comprised of student presentations.

The laboratory portion of the course will consist of a group project in which the class designs an experiment, acquires the necessary laboratory skills to conduct the experiment and analyzes and assesses the results.

Grades will be based on written/oral presentations and laboratory work.
Prerequisite, Psychology 212 or permission of the instructor.

312 (formerly 214) Neuropsychology
An examination of the basic principles of organization in the nervous system, as revealed by studies of evolution, development, brain damage and brain stimulation. The neural bases of behaviors from simple reflexes to complex voluntary behaviors are investigated and the "mind-brain problem" is considered.
This course will satisfy Division III requirement.
Requirements, hour exam, term paper, laboratory project, final exam.
Prerequisite, Psychology 212.

[321 (formerly 323) States of Consciousness (Not offered 1980-81; to be offered 1981-82.)
Sleeping, dreaming, arousal, attention and states of consciousness. A study of thinking and behavior in unconscious, preconscious, conscious and altered cognitive states. The investigation and interpretation of dreams by Freud and other psychoanalysts, and by electrical and other more recent scientific techniques. The functions and processes underlying consciousness and attention. "Normal" and "pathological" states, such as hypnosis,
meditation, drug induced conditions and hallucinations, are compared with dreams and attentive consciousness, both as phenomena and from the point of view of hypothetical processes. Readings, discussions, one hour examination and a scheduled final examination. Prerequisite, Psychology 101 and one other semester course in psychology.

322 (formerly 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 constructive cognitive process; psychologist’s successes and failures with some psycho-physical epistemological problems.

An empirical (solo or team) project; four 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 and one other semester course in Psychology.

331 (formerly 334) Language Development
A discussion of the acquisition and development of language in children. This course emphasizes the psychological questions of how language originates, the role that parents and peers play in the development of language, how language is used by children in various contexts and the applied problems of language in the deaf and the development of reading skills. Students working alone or in pairs will design and complete an empirical project.

Requirements, two hour tests, laboratory project.

Prerequisite, Psychology 232.

332 Childhood Disorders and Therapy
A consideration of the relationship between personality development and the types of problems specific to children, as found in school and clinical settings. Disorders include phobias, learning disabilities, childhood autism and schizophrenia. Discussions of therapy include non-directive play therapy, behavior modification and contemporary psychoanalytic approaches.

Requirements, hour test, final exam and term paper.

Prerequisite, Psychology 232 and 241.

333 Child Study
An advanced course on the empirical approaches used by psychologists to study children. Students learn observational skills, the methode clinique and experimental methodology, as these apply to the study of children’s social behavior, play, intellectual and moral development, learning, memory and fantasy. The laboratory includes observation and direct experience in child study.

Two discussions and one laboratory meeting per week. Two hour tests, independent research project, final examination.

Prerequisite, permission of the instructor required.

334 (formerly 341) Educational Psychology
The implications of psychological research and theory for educational practice, emphasizing the contributions of Skinner, Rogers and Piaget. 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.
Psychology

341 (formerly 442) Stress and Behavioral Medicine
This course considers the effects of stressful person-environmental interactions on psychological and physical well-being. Topics include stress reactions in extreme environments, the nature and measurement of emotion, psychological factors in illness and psychological therapies for stress-related illness. A series of laboratories demonstrates psychophysiological processes with polygraph and biofeedback instruments.
Requirements, laboratory exercises, hour test, term project.
Prerequisite, Psychology 241 and 242 or permission of the instructor.
Enrollment limited.
Hour W Lab. section: Arr.

342 The Study of Lives
Four approaches to studying about the lives and experience of individuals: experimental personality research, longitudinal research, autobiography and psychological biography. The advantages and disadvantages of each of these approaches are considered and criteria for assessing research within each approach are developed.
Each student undertakes an individual research project, either a piece of personality research or a psychobiographical essay based on primary sources.
Requirements, hour test, two papers, final exam.
Prerequisite, Psychology 241.

351 (formerly 254) Race Relations
A study of the development and modification of racial intolerance in the United States. Emphasized is a consideration of the psychological variables germane to the processes of attitude growth and change. The course also deals with practical means by which the incidence and strength of racial tension may be reduced. The content of the course is approached from the perspectives of both blacks and whites.
Evaluation is based on a midterm and final exam plus a semester paper reporting on individual project assignments.
Prerequisite, Psychology 101 and one other Psychology course.

353 (formerly 252) Interpersonal Behavior
A survey of the phenomena of social interaction. The course considers identity and self-esteem, the perception and evaluation of other people, self-presentation, interactional styles, non-verbal behavior, interpersonal communication, theories of interpersonal relationships and behavior in groups. Each student carries out an empirical investigation.
Requirements, two one-hour exams, final exam, empirical project.
Prerequisite, Psychology 252. For 1980-81 only, Psychology 101 or permission of instructor.
Hour M Tu. Conferences: M Th., N Th., DE Fri.

397, 398 Independent Study
Open to upperclassmen with permission of the Department.

493-W31-494 Senior Thesis
Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical or theoretical research project, the results of which will be reported in a thesis. Detailed guidelines for doing a thesis are available from the Department.
Prerequisite, permission of the department.

SENIOR SEMINARS
Each of these courses is an examination of advanced topics in the area indicated. They are limited in enrollment with preference given to senior psychology majors.
Psychology

412 (formerly 411)  Biopsychology
The reproductive behavior of mammals is used to illustrate the 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.
Requirements, class presentations, non-laboratory project, final exam.
Prerequisite, permission of instructor.

Hour  W

421 (formerly 321)  Theories of Memory and Thought (Not offered 1980-81; to be offered 1981-82.)
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  R

431 (formerly 331)  Cognitive Development
An examination of the development of intellectual skills from infancy through adulthood.
Topics for consideration include the emergence of intelligence in infancy, the relationship between language and thought, the meaning and measurement of IQ and the assessment of intellectual functioning in the atypical child (e.g., the blind and the deaf). The work of major theorists such as Piaget, Bruner, Vygotsky and Luria is compared and contrasted.
Requirements, two hour tests, paper, class presentation.
Prerequisite, either Psychology 231, 232 or permission of the instructor.

Hour  R

441  Psychological Testing
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.
Requirements, hour test, two projects, final exam.
Prerequisite, permission of instructor.

Hour  U

442 (formerly 443)  The Process of Psychotherapy
Theory and research concerning the process of psychotherapy. Although the emphasis is on psychodynamic psychotherapy, client-centered and behavioral approaches are also considered. Examination of case histories and analysis of tapes of sessions conducted by professional therapists.
Requirements, hour test, paper.
Prerequisite, Psychology 241.

Hour  W

451  Personality and Social Relations
A study of theories of personality and social interaction focusing on individuals’ relations with other people. The course emphasizes the synthesis of the students’ academic knowledge and personal experience with individual growth and interpersonal relations. Each student develops a theory of personality and/or social relations.
Requirements, two short papers, theoretical paper.
Prerequisite, permission of the instructor.

Hour  S
Psychology, Religion

452 (formerly 352)  Social Groups

The study of reference groups as they reflect cultural and societal value systems. Emphasized are the ways in which such groups develop and in turn function in satisfying the culturally-induced needs of individuals. Special attention is paid to atypical groups such as the juvenile gang, religious sects and cults, gay liberation movement, etc. Each student conducts a case study of a particular group.

Requirements, case study report and hour exam.
Prerequisite, permission of instructor.

HASTINGS

RELIGION (Div. II)
Departmental Staff for 1980-81

Chairman, Professor H. G. Little, JR.

Professors: Eusden, Little, Petersen. Associate Professor: M. Taylor. Assistant Professor: N. Katz.

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 Introduction to Religion
- Religion 301 Psychology of Religion
- Religion 302 Religion and Society
- Religion 401-402 Issues in the Study of Religion

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 advisers 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.

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 undertaking a special concentration of study staged around a cluster of three courses which are programmatically related to one another, substantively or in terms of the methodologies on which their inquiry depends.

The thesis option entails a three-semester program of independent study culminating in a thesis as follows:
Religion

a) required and elective sequence courses;
b) one semester of independent study in Religion in the junior year;
c) Religion 493-494 Senior Thesis in the senior year.

The concentration of study in a cluster of three related courses may be patterned according to the following guideline:
a) If the program of study falls wholly within the major, one of the courses (most likely an independent study project) will be specifically designed to coordinate the pattern. At least two of the three related courses, one of which will be a Winter Study Project (Religion 30) must be taken in addition to the number normally required for the major.
b) If the program of study is an interdisciplinary one involving work outside the major, two courses offered by other departments or programs will be included in the three-course honors requirement. The third course will be an independent study or a Winter Study Project (Religion 30) or a course specifically designed to explore the interdisciplinary topic. All such courses must be taken in addition to the number normally required for the major.

Students who wish to be candidates for the Degree with Honors in Religion will submit proposals for a program of studies which is consistent with these guidelines to the department in the Fall of their junior year. When a student has completed two-thirds of his or her honors project, the department will examine the student’s achievement and determine whether the student is admitted to honors candidacy.

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.

201 (formerly 204) The Jewish Bible/Old Testament
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.
Requirements, a midterm paper and a final examination.
Open to all classes without prerequisite.

202 Development of Christian Thought
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.
Open to all classes without prerequisite.

203 Moses, Jesus, Muhammad
An examination of the religious significance of Moses, Jesus and Muhammad as represented in Jewish, Christian and Muslim scriptures and in selected other documents (e.g., legends and Christian creeds). Focus to be placed on such issues as the way of life these figures are believed to have introduced, the relation of their own lives to the authority of
Religion

their way (e.g., as agent, leader; model, prophet, revealer, teacher), the kinds of worlds (cosmological, existential, historical, social) their ways presuppose and the kinds of worlds and lives to which their ways lead.

Requirements, three four-page papers and a final examination.
Open to all classes without prerequisite.
Hour T

204 (formerly 201S) The New Testament

New Testament writings considered as messages between ancient Christians. An introduction to the historical, literary and theological aspects of these messages and to the issues surrounding their interpretation. Focus on the four Gospels, Acts, selected letters of Paul and the Revelation to John.

Requirements, two eight-page papers and a final examination.
Open to all classes without prerequisite.
Hour O

205 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 Auerbach, Tillich, Freud, Marx, Berger, Mary Daly, Ernst Becker, N. O. Brown, Kaufman and others. The course will focus on themes such as relativism, homelessness, brokenness, proteaness and survival in an effort to explore some of the ways in which the varieties of contemporary religious and secular experience have been identified by theologians, artists, feminists, philosophers of religion, sociologists and psychoanalysts.
Prerequisite, Religion 101 or 202.
Requirements, a midterm examination and a final paper.
Hour N

207 Foundations of Hinduism

An examination of some of the fundamental religious concepts of India: e.g., suffering and liberation; the self, the person and the world; cognition and intuition; human life, eros, death and yoga. Dualist (Saṅkhya-Yoga), Monist (Advaita-Vedānta) and Theistic (Visisṭadvaita-Vedānta) systematizations of these notions will be inspected. The majority of readings will concentrate on core religious texts such as the Vedas, the Upanisads and the Bhagavad-Gītā.

Requirements, midterm and final examinations.
Open to all classes without prerequisite.
Hour M

208 Foundations of Buddhism

An investigation of the fundamental doctrines and early history of Buddhism. After securing an overview of the religio-philosophic world of India in the sixth century B.C.E., the course will explore the way in which Buddha modified the teachings of his religious contemporaries. Major consideration will be given to such issues as: suffering and nirvāṇa, the nature of religion and the circularity of philosophy, the person as problematic in the world and as perfected, and the bases for individual spiritual practice and for social organization.
Requirements, midterm and final examinations.
Open to all classes without prerequisite.
Hour M

209 The Sage, the Way and Zen

An examination of central Chinese and Japanese traditions: Confucianism, Taoism and Zen. Consideration will be given to conceptual, structural and historical aspects, as well as to the art, practice and discipline of these religious perspectives. The majority of readings will be in primary sources.
No prerequisite.
Requirements, a midterm paper and a final examination.
Hour U
210  Fairy Tale, Legend and Myth
An introduction to some basic forms of folk narrative and their interpretation. The course will be equally divided between consideration of folk texts and interpretative approaches to them (e.g., folkloristic, history of religions, literary, psychological). The investigation of myth, legend and fairy tale will focus respectively on creation stories from around the world, on hero stories and on some of the classic tales of the western world. Short papers will be done on topics of student choice ranging, e.g., from inspection of themes like the feminine in folk narrative to an examination of various ethnic tales (e.g., Russian, Irish, African, American Indian and urban Black narratives).
Requirements, three five-seven page papers.
Open to all classes without prerequisite.
Hour  S

214 (formerly 213)  Contemporary Jewish Thought
An examination of how traditional themes of Jewish theology, philosophy and mysticism have found expression in modern times. For instance, Marx will be viewed in the context of prophetism and Freud against the background of Kabbalistic mysticism. In addition, attention will be given to authors such as Buber, Heschel, Kafka, Wiesel, Rosensweig, Friedman, Ginsberg and Frankl. Jewish responses to the Holocaust, including Zionism, will be examined along with Jewish life and thought in America.
Requirements, a midterm examination and a final paper.
Open to all classes without prerequisite.
Hour  N. KATZ

[216  Religion and Literature (Not offered 1980-81; to be offered 1981-82.)
An investigation of how certain issues, characteristically construed as having “religious” import, have been pondered in the classical and contemporary literatures of East and West. Through readings drawn from various literary genres (drama, poetry, novel, biography), imaginative treatment of such questions as bad and good faith, freedom and bondage, alienation and communion, and the purpose and nature of spiritual practice will be put to comparative inspection. Authors to be considered will include some of the following: Kafka, Dostoyevsky, Camus, Sartre, Hesse, Ginsberg, Padmasambhava, Rumi, Kabir, Whitman, Saraha, Narain and Jung.
Requirements, a midterm examination and a final paper.
Open to all classes without prerequisite.
Hour  N. KATZ

[217  Islām (Not offered 1980-81; to be offered 1981-82.)
An exploration of major Qur′ānic doctrines of revelation, God, society and the individual, followed by a study of the life and traditions of the Prophet Muhammad. Attention will be given to Islāmic theology, the nature of Islāmic society (Shari′a), and Islāmic mysticism (Sufism). As it concludes, the course will also inspect various aspects of Islāms′s confrontation with modernity.
Requirements, a midterm examination and a final paper.
Open to all classes without prerequisite.
Hour  N. KATZ

222 (formerly 219)  Problems in Religious Ethics
A study of ethical perspectives and reasoning as found in the Western religious tradition and in certain Eastern religions. Particular attention will be paid to selected issues in contemporary American culture, e.g., abortion, religion and the Constitution, human sexuality, the conception and use of energy, aging and dying.
Requirements, midterm paper and a final examination.
No prerequisite.
Hour  M
Religion

[220 Anthropology of Religion (Same as Anthropology 218 and Sociology 220) (Not offered 1980-81; to be offered 1981-82.)
(See under Anthropology for full description.)

226 Mysticism East and West
An examination of how mystical paths to ultimate reality have provided human fulfillment in the profoundest sense through the ages. Through discussions and the reading of original texts, the mysticisms of medieval Christianity, Hasidic Judaism, Sufism, Buddhist Tantra, Hinduism, Zen and Taoism will be explored. Central issues to be considered will include consciousness, eros, death, evil, meditation and transcendence.
Requirements, a midterm examination and a final paper.
Open to all classes without prerequisite.

301 Psychology of Religion
An inquiry into the psychological dimensions of religious awareness. From an analysis of the writings of Freud (and neo-Freudians), Jung (and neo-Jungians) and Existential analysts, an attempt will be made to determine the psychological origin and function of religion. The course will be concerned to establish the relationship between psychological issues such as dream interpretation, personality structure and development, perception, cognition, imagination, neurosis, psychosis and anxiety on the one hand and religious myth and ritual on the other.
Prerequisite, Religion 101 or 205 or Psychology 101 or 241 or 242.
Requirements, midterm examination and final paper.

302 Religion and Society (Same as Sociology 308)
An inquiry into the theoretical foundations of certain classical perspectives on religion. Various ways in which religious orientations intersect with other aspects of social existence in creating, legitimating, criticizing and transforming human relations will be inspected. Attention to be given to current semiotic discussions of language, myth and ritual. The course will be organized around some of the major ideas of Freud, Durkheim, Ferdinand de Saussure, Lévi-Strauss and Max Weber.
Prerequisite, Religion 101 or Anthropology 101 or Sociology 102 or Political Science 203.
Requirements, a midterm examination and a final paper.

303 Kierkegaard and Hegel
A detailed investigation of two pivotal nineteenth century philosophers/theologians. An effort will be made to establish a dialogue between Kierkegaard and Hegel in which their similarities and differences emerge. Special attention will be given to the interpretation of religion in the work of each author. In addition to acquiring familiarity with these formative thinkers, the course is intended to help students begin to develop the background necessary for substantial work in current religious, philosophical and social scientific inquiry.
Requirements, a midterm examination and a final paper.
Prerequisite, Religion 101 or 202 or Philosophy 101 or History 304.

304 Philosophy of Religion (Not offered 1980-81; to be offered 1981-82.)
An examination of philosophical issues central to religious belief and practice. The course will focus on three fundamental problems: religious language, evil and freedom. These issues will be approached from a cross-cultural perspective by considering insights of both Western and non-Western philosophers and theologians. Readings will be drawn from contemporary philosophical schools such as Analytic Philosophy and Phenomenology.
Prerequisite, Religion 101 or 202 and Philosophy 101.
Requirements, a midterm paper and a final paper.

M. Taylor
Religion, Romanic Languages

401-402 Issues in the Study of Religion
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 W
First semester: EUSDEN
Second semester: LITTLE

W30 Senior Project
To be taken by honors candidates.

493-494 Senior Thesis
497, 498 Independent Study

ROMANIC LANGUAGES (Div. I)
Departmental Staff for 1980-81

Chairman. Professor G. Pistorius

Professors: Piper, Pistorius, Savacool. Associate Professors: Dunn*, Giménez. Assistant Professors: Bell-Villada**, Julien**. Visiting Assistant Professors: Slott, Yviricu***. Part-time Visiting Lecturer: Desrosiers

MAJOR PROGRAM

Sequence courses
French 109 Introduction to French Literature, Part I: The French Tradition
French 110 Introduction to French Literature, Part II: The Quest for the Authentic Self
French 201 Romanticism, Study of a Literary Movement or
French 203 Eighteenth Century Novel
French 202 The Nineteenth Century Novel
French 301 Classical Theatre
Romance Languages 302 Introduction to Romance Linguistics or
French 206 An Historical Perspective on French Society and Arts, Part I or
French 208 An Historical Perspective on French Society and Arts, Part II
French 303 The Novel, from Gide to Camus
French 402 A Study of a Single Author (Albert Camus)

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 Gérard de Nerval and Marcel Proust
French 305 Charles Baudelaire
French 306 The Idea of Theatre in Twentieth Century France

*On leave second semester 1980-81
**On leave first semester 1980-81
***First semester 1980-81
Romanic Languages

The French major, consisting of nine semester courses, 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 by submitting a Senior Thesis (French 493-494 and the Winter Study Period during the student’s senior year) of honors quality (grade A or B) which is to be an original literary study written in French.

PLACEMENT

The CEEB French Test is administered at Williams at the opening of the fall semester. Incoming freshmen who register for any French course above the 101-102 level must take this test, regardless of their previous preparation, unless they have taken the CEEB Achievement Test during the preceding academic year.

(Division I distribution credit is granted for all French courses above the elementary level.)

LANGUAGE AND CIVILIZATION COURSES

101-W-102 Elementary French

A year long course which offers a thorough introduction to French and trains students to understand, speak, read and write the language. The class meets five hours a week. Classwork consists of oral exercises through which grammar is learned inductively. In addition to daily homework, there are occasional compositions, lab assignments, dictations. During second semester, students prepare brief oral presentations and skits and read easy modern prose.

Students are also required to register for a sustaining course meeting three hours a week during Winter Study. Credit granted only if both semesters are taken. Freshman course. For students who have taken less than two years of French in high school.

Hour AL

First semester: SLOTT
Second semester: JULIEN

103 Intermediate French I

Continuation of French 101-102.

Intensive review of French grammar with some practice in speaking, writing and building vocabulary. The class meets four hours a week. In addition, students spend two half-hour periods every week in the Language Practice Laboratory.

Students will be permitted to elect French 103 without continuing French 104, although the two semester sequence 103, 104 will still constitute a year’s program leading the student to a language level which, at the end of the second semester, permits entrance to either French 105 (Third Year French) or French 109 (Introduction to French Literature). Freshman course. Prerequisite, French 101-W-102 or two years of French in secondary school. Enrollment limited to 23. Priority given to students who have taken French 101-W-102.

Hour TW

SAVACOOL
104 Intermediate French II
A continuation of French 103, with increased emphasis on speaking and composition. Students will view French films and read and discuss film scripts, short stories and plays. Freshman course. Prerequisite, French 103 or a score of 520 on the placement test. Enrollment limited to 23. Priority given to students who have taken French 101-W-102.
Hour CX

105 Third Year French
For students who have had two years of college French (or its equivalent) this course offers further development of language skills with emphasis on speaking and writing. Newspaper and magazine articles, films and short stories are the basis for oral and written work. Conducted in French.
Freshman course. Prerequisite, French 104 or a score of 550 on the placement test.
Hour E

206 An Historical Perspective on French Society and the Arts, Part I
An ordered chronicle of events in France from the year One Thousand to the first part of the seventeenth century. Through films, slides, fiction, letters and documents, the historical chronicle is used as background for a study of successive styles de vie, religious attitudes and adventures in art and architecture from the medieval age of pilgrimages to the first stirrings of modern France after the Edict of Nantes. Conducted in French.
Sophomore course. Prerequisite, French 105 or a score of 650 or higher on the CEEB examination or permission of the department.
Hour S

[207S Advanced French: Problems of Writing and Translation (Not offered 1980-81.)
Through a variety of practical exercises students will learn to recognize and translate the various styles and varying vocabularies characteristic of contemporary French. Studies range from proper diction to slang, from academic writing to commercial paral lance.
Prerequisite, French 105, 206 or 109 or a score of 650 on the placement test or by permission of the instructor.
Hour D

[208 An Historical Perspective on French Society and the Arts, Part II (Not offered 1980-81.)
An ordered chronicle of events in France from the seventeenth century to the opening rumble of guns in 1914. Through films, slides, fiction, letters and documents, the historical chronicle is used as background for a study of successive styles de vie, religious attitudes and adventures in art and architecture from the age of the Sun King at Versailles to the first glow of electric lights on the Eiffel Tower. Conducted in French.
Freshman course. Prerequisite, French 105 or a score of 650 or higher on the CEEB examination or permission of the department.
Hour S

LITERATURE COURSES

109 Introduction to French Literature, Part I: The French Tradition
An introduction to the masterpieces of French literature through close reading and analysis of French theatre and prose. The course examines French Classicism, Romanticism, realistic disillusionment and modern problems of consciousness, time and memory. There is emphasis on the continuity of the French intellectual and literary tradition. Authors represented include Corneille, Racine, Chateaubriand, Musset, Balzac, Flaubert and Mauriac. Conducted in French.
Freshman course. Prerequisite, an honors grade in French 104 or a score of 580 or higher on the CEEB placement test.
Hours C, D
**110 Introduction to French Literature, Part II: The Quest for the Authentic Self**

A study of the central problem posed in the French récit (short novel) from the seventeenth century to the present: a character’s search for identity and authenticity. How does he reach self-awareness and self-understanding? What are the obstacles in his path? Questions of genre (the nature of récit: style, form and point of view) will also be explored. Authors represented include Mme de Lafayette, Voltaire, Constant, Maupassant, Gide, Bernanos, Proust and Camus. Conducted in French.

*Freshman course.* Prerequisite, French 109 or permission of the department.

**201 Romanticism, Study of a Literary Movement**

An exploration of the poetry, drama and fiction of Chateaubriand, Lamartine, Hugo, Merimée, Vigny, Musset and Baudelaire as they exemplify romantic conventions and attitudes toward nature, man and society, love, ennui, poetry and genius. Conducted in French.

* Sophomore course.* Prerequisite, French 110 or permission of the department.

**202 The Nineteenth Century Novel**

A study of romantic themes and the realistic tradition as they appear in nineteenth century fiction. Texts include Balzac’s *Le Père Goriot*, Stendhal’s *Le Rouge et le Noir*, Flaubert’s *Madame Bovary* and Zola’s *Germinal*. The course examines these four major novels with some attention to the historical and intellectual context of the period, but the primary interest is directed toward the novel as a literary form. Conducted in French.

* Sophomore course.* Prerequisite, French 201 or 203 or permission of the department.

**203 Eighteenth Century Novel**

The eighteenth century French novel was a new and experimental literary form. Writers composed fictional memoirs, epistolary novels, anti-novels, realistic novels, as well as erotic literature and philosophical tales. The course is a study of the nature of the novel in pre-revolutionary France and of the revolutionary themes of happiness, freedom and equality. Authors included are: Marivaux, Diderot, Rousseau, Prévost and Laclos. Conducted in French.

* Sophomore course.* Prerequisite, French 109 or 110 or permission of the department.

**205 History and the Novel (Same as History of Ideas 205)**

(See under History of Ideas for full description.)

**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.

**302 Introduction to Romance Linguistics**

**303 The Novel, from Gide to Camus**


* Junior course.* Prerequisite, French 202 or 203.

**304 Gérard de Nerval and Marcel Proust**

Two authors in search of lost time: Nerval, writing during the late 1840’s created a strange
Romanic Languages

dream-like world out of childhood memories, French myths, ritual festivals and mysterious archetypes; in the early twentieth century, Proust completed *A La Recherche du temps perdu*, recapturing lost time through memory and the artistic reconstruction of the past. Through close reading and textual analysis, we will concentrate on problems of time, memory, consciousness, dream, history and eternity in *Sylvie* and *Aurelia* by Nerval and in *Combray* and *Un Amour de Swann* by Proust. **Conducted in French.**

**Junior course. Prerequisite, French 202 or 203.**

**Hour M**

**[305] Charles Baudelaire (Not offered 1980-81.)**

A study of *Les Fleurs du mal* and related texts from the pen of this nineteenth century seer and magician of language whose all-embracing shadow stretches a hundred years into the future and the heart of what has become “modern” in French poetry. Readings from *L’Art Romantique, Curiosités Esthétiques, Mon Coeur mis a nu, Les Paradis artificiels* and *Petits Poèmes en prose. Conducted in French.*

**Junior course. Prerequisite, French 201, 202 or 203.**

**Hour S**

**306 The Idea of Theatre in Twentieth Century France**

Readings, analyses and discussions of plays which have made the twentieth century a golden age for French theatre. Texts by Jarry, Apollinaire, Claudel, Cocteau, Giraudoux, Anouilh, Sartre, Camus, Beckett, Ionesco and Genet. **Conducted in French.**

**Junior course: Prerequisite, French 201, 202 or 203 or permission of the department.**

**Hour U**

**362 African Literature of English and French Expression (Same as English 222)**

(See under English for full description.)

**402 A Study of a Single Author (Albert Camus)**

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 or by permission of the instructor.**

**Hour N**

**394 Junior Thesis Course**

**493-W31-494 Senior Thesis Course**

**497, 498 Independent Study**

**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 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 AL**

**First semester: SLOTT**

**Second semester: JULIEN**

**509 Readings in 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**
Romanic Languages

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.

Hour M

LITERATURE IN TRANSLATION

European Literature in English 220 The Novel
(See under Literature in Translation for full description.)

SPANISH (Div. I)
The Spanish major consists of nine courses above the 103-104 level. These nine courses must include 301, 401, 402 and Romance Languages 302. The major 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 by submitting a Senior Thesis (Spanish 493-494 and the Winter Study Period during the student’s senior year) of honors quality (grade A or B) which is to be an original literary study written in Spanish.

PLACEMENT
The CEEB Spanish Test is administered at Williams at the opening of the fall semester. Incoming freshmen who register for any Spanish course above the 101-102 level must take this test, regardless of their previous preparation, unless they have taken the CEEB Achievement Test during the preceding academic year.

(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.

206
Romanic Languages

Freshman course. For students who have studied less than two years of Spanish in secondary school.

Hour AL

First semester: Yviricu
Second semester: 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-W-102 or two years of Spanish in secondary school.

Hour D

Conferences: X, Y

Piper

105 Advanced Composition and Conversation
Intensive practice in speaking and writing. Students are expected to participate actively in daily conversations based on selected short stories by Peninsular writers. Weekly compositions, plus regular exercises in the language laboratory.

Freshman course. Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

Hour B

Giménez

106 Advanced Composition and Conversation
This course may be taken separately or as a continuation of Spanish 105. Written and oral work will be based on selected short stories by Latin American writers. Weekly compositions, plus regular exercises in the language laboratory.

Freshman course. Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

Hour B

Yviricu

111 Spanish Civilization
An analysis of contemporary Spanish life, focusing on current political events, institutions, customs and myths as they have emerged from Spain’s cultural history. Class discussions, oral presentations and two short papers. Conducted in Spanish.

Freshman course. Prerequisite, Spanish 103-104 or three years of Spanish in secondary school.

Hour C

Giménez

[112 Latin American Civilization (Not offered 1980-81.)
An introduction to the multiple elements constituting Latin American culture, through readings in selected Latin American essayists. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism, the Indian and African contribution and the cultural impact of social revolution in Mexico and Cuba. Conducted in Spanish.

Freshman course. Prerequisite, Spanish 103-104 or equivalent or three years of Spanish in secondary school.

Hour

Bell-Villada

201 Spanish Romanticism and Realism
An examination of the two major literary movements in nineteenth century Spain. Readings in such representative writers as Larra, Espronceda, Zorrilla, Bécquer, Valera and Galdós. Class discussions and two short papers. Conducted in Spanish.

Sophomore course. Prerequisite, Spanish 105 or higher.

Hour B

Piper
Romantic Languages

[202] The Generation of 1898 (Not offered 1980-81.)
An exploration of the cultural and political forces which determined the course of Spanish letters between the disaster of 1898 and the founding of the Second Republic. Readings in Unamuno, Baroja, Azorín, Valle-Inclán, Ortega y Gasset and Machado.
Class discussions and two short papers. Conducted in Spanish.
Sophomore course. Prerequisite, Spanish 105 or higher.
Hour

[203] Major Latin American Authors: 1880 to the Present (Not offered 1980-81.)
A study of some of the leading writers of Latin America since the modernista movement of the late nineteenth century and including such recent figures as Borges, Rulfo, Paz and García Márquez. Conducted in Spanish.
Sophomore course. Prerequisite, Spanish 105 or higher.
Hour

204 Modern Hispanic Poetry
A close study of some of the major poets active in Spain and Latin America since 1930. Emphasis will be given to the works of Lorca, Guillén, Aleixandre, Vallejo and Neruda, among others. Conducted in Spanish.
Sophomore course. Prerequisite, Spanish 105 or higher.
Hour

205S The Latin American Novel in Translation
Readings in English translation of those contemporary Latin American novelists now attracting world attention: Rulfo, Fuentes, Vargas Llosa, Cortázar (Hopscotch) and García Márquez (One Hundred Years of Solitude) among others.
Sophomore course. Does not carry credit for the Spanish major.
Hour

301 Cervantes’ “Don Quijote”
A critical study of Europe’s first “modern novel,” with special reference to the literary and philosophical currents which helped determine its form and content. Consideration will be given to such problems as the role of the “self-conscious author,” the emergence of the “autonomous character,” and the interplay of fiction and reality. Conducted in Spanish.
Junior course. Prerequisite, any 200 level course.
Hour

Romance Languages 302 Introduction to Romance Linguistics

[303] Spanish Theater of the Golden Age (Not offered 1980-81.)
A close study of La Celestina (1499) will be followed by readings from the four major playwrights of seventeenth century Spain: Lope de Vega, Tirso de Molina, Guillén de Castro and Calderón de la Barca. Conducted in Spanish.
Junior course. Prerequisite, any 200 level course.
Hour

[304] Spanish Literature of the Middle Ages and Renaissance (Not offered 1980-81.)
Through readings of some of the major works of these two periods (Poema de Mió Cid, Libro de buen amor, the mystics and the picaresque novel) an attempt will be made to trace the gradual shift from a deeply religious view of the world to a more profane interpretation stemming from the influence of the Reformation and Humanism. Conducted in Spanish.
Junior course. Prerequisite, any 200 level course.
Hour
401 Studies in Modern Spanish Literature
A senior seminar on a major twentieth century Spanish writer, theme or genre. The topic will vary from year to year. For 1980-81 it will be: Contemporary Spanish Novels. Conducted in Spanish.
Senior course. Prerequisite, any 300 level course.
Hour N

402 Studies in Modern Latin American Literature
A senior seminar on a major twentieth century Latin American writer, theme or genre. The topic will vary from year to year. For 1980-81 it will be: the Novel. Conducted in Spanish.
Senior course. Prerequisite, any 300 level course.
Hour S

394 Junior Thesis Course

493-W31-494 Senior Thesis Course

497, 498 Independent Study

RUSSIAN (Div. I)
Departmental Staff for 1980-81

Chairman, Professor M. R. KATZ

Professor: FERSEN*. Associate Professor: M. KATZ. Assistant Professor: ROSENBERG

MAJOR PROGRAM in Russian (with Russian Area Studies)

Sequence courses (Conducted in Russian)
- Russian 123 Intensive Intermediate Russian or
- Russian 105 Advanced Russian
- Russian 106 Introduction to Russian Literature
- Russian 201 Nineteenth Century Prose or
- Russian 202 Twentieth Century Prose
- Russian 203 Russian Civilization
- Russian 401 Seminar in Russian Literature: Special Author (Pushkin)
- Russian 402 Seminar in Russian Literature: Selected Genre (Novel)

Parallel courses (Conducted in English)
- Any three semester courses from the following:
  - Russian 204F The Soul of Russia
  - Russian 206F The Dissident Voices
  - Russian 300F Early Russian Literature
  - Russian 301 Russian Classics in Translation
  - Russian 302 Soviet Literature in Translation
  - Russian 303 Tolstoy in Translation
  - Russian 307S Dostoevsky in Translation
  - Russian 312 Chekhov and the Drama
  - Economics 221S Soviet Economic Experience
  - History 337 Russian History to 1855
  - History 338 Russian History, 1855-1964
  - Political Science 348 Selected Topics in Soviet Politics

*On sabbatical leave second semester 1980-81
Russian

The courses required in the departmental sequences are designed to acquaint students with the Russian language, literature and culture. The parallel courses deepen their knowledge of Russia through further study of the literature as well as of the historical, political and economic background.

Students who enter Williams as freshmen with no preparation in Russian, but still desire to major in Russian may in their sophomore year elect Russian 123 (Intensive Intermediate Russian) and Russian 106 (Introduction to Russian Literature). This would enable them to cover formal language instruction in three semesters to complete the other courses required for the major.

THE DEGREE WITH HONORS IN RUSSIAN (with Area Studies)

At the beginning of the second semester of the senior year, students majoring in Russian (with Area Studies) may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the Department, their qualifications for embarking on the project, the pattern of study to be followed and the standards of performance.

Students may earn a degree with honors (1) by submitting a senior thesis (Russian 493-W31-494) of honors quality; or (2) by satisfactory completion of three integrally related courses, one of which must be independent study and one of which may be a Winter Study Project; or (3) by completing a special project which will usually be a program of study at a Soviet university, followed by an oral presentation before the Department.

Candidates for honors will normally be expected to complete a minimum of nine courses plus a Winter Study project or the equivalent in the field.

(Division I distribution credit is granted for all Russian courses above the elementary level.)

101-W-102 Elementary Russian

A non-traditional approach to the fundamentals of Russian which aims to promote uninhibited speech and to develop basic language skills: understanding, reading and writing.

The class meets five hours a week; in addition, as part of their preparation, students are required to work with taped materials on a regular basis. Credit granted only if both semesters are taken.

Students electing this course must take the sustaining program in the Winter Study period. Freshman course. For students who have studied less than two years of Russian in secondary school.

Hour BL First semester: M. KATZ
Second semester: ROSENBERG

103, 104 Intermediate Russian

Grammar review; composition and conversation. Selected readings from Russian and Soviet short stories.

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 D First semester: FERSEN
Second semester: ROSENBERG

105 Advanced Russian

This is the first of two courses designed to help the student make the transition from language study to active use of the language. Concentrates on the development of fluency in speaking and writing and of speed and comprehension in reading. Instruction conducted primarily in Russian.

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 Introduction to Russian Literature
Readings selected from Russian and Soviet stories, poems and plays. Emphasis on literary analysis, composition and conversation. Conducted in Russian.
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 Russian 123 and permission of the instructor.

Hour C  M. Katz

123 Intensive Intermediate Russian
Intensive grammar review. Practice in speaking and writing. This course covers the grammar of Russian 103, 104 and enables students to complete formal language instruction in three semesters; they may then elect Russian 106.
The class meets five hours a week; in addition, as part of their preparation, students are required to work with taped materials on a regular basis.
Freshman course. Prerequisite, Russian 101-102 or the equivalent and permission of the instructor.

Hour AL  Rosenberg

[201 Nineteenth Century Prose (Not offered 1980-81; to be offered 1981-82.)
Sophomore course. Prerequisite, Russian 106.

Hour  ]

202 Twentieth Century Prose
Sophomore course. Prerequisite, Russian 106.

Hour N  Rosenberg

203 Russian Civilization
An introduction to Russian Civilization from its origins to the present day. Topics include: the Russian historical and literary tradition; the Orthodox Church; the contemporary political and economic system; Soviet education; journalism. Selections from Russian area readers, contemporary memoirs, newspapers and periodicals. Emphasis on advanced language skills; vocabulary building; composition and conversation. Conducted in Russian.
Sophomore course. Prerequisite, Russian 106.

Hour N  Rosenberg

204F The Soul of Russia
A study of the dominant themes in nineteenth century Russian literature and intellectual history, examined through the novels of Turgenev and Dostoevsky and their contemporary critics. Themes include: the “accursed questions,” the superfluous man, nihilism and anti-nihilism, utilitarianism and the rebuttal, the “woman question,” Russian messianism. Readings include: Turgenev’s Rudin and Fathers and Sons; Chernyshevsky’s What is to be Done? Dostoevsky’s Notes from Underground and The Possessed. Selections from contemporary literary and social critics. Conducted in English.

Hour T  Katz

206F The Dissident Voices (Not offered 1980-81.)
Contemporary Soviet and Russian emigre literature provide a case study on the various meanings of dissent, the relationship between the artist and society, and the influence of ideology on art. Readings include Daniel and Sinyavsky; Voinovich, The Life and Extraor-
[300F Early Russian Literature (Not offered 1980-81.)
A study of representative works from early Russian literature seen in their historical, religious and stylistic context. This course challenges the contention that no true Russian literature existed before Pushkin. Readings include works from the medieval period (chronicles, epics, tales); from eighteenth century classicism (odes, satires, essays); from early nineteenth century sentimentalism and pre-romanticism (short stories, ballads, comedy). The course explores such themes as secularization, Westernization, the evolution of literary genres and the appearance of fictionality in order to characterize the fundamental distinctions between medieval and modern literature. Conducted in English.
Hour

[301 Russian Classics in Translation (Not offered 1980-81; to be offered 1981-82.)
A study and interpretation of representative works from the great classic tradition in the nineteenth century. Readings include Pushkin, Gogol, Tolstoy, Dostoevsky, Turgenev, et al. A major task of the instructor will be to point out the intense involvement Russian authors showed in their fiction with the social, political and philosophic actualities of their day. The causes, aspects and results of such a driving and spontaneous concern will be discussed alongside topics customary in a more conventionally literary approach. Conducted in English.
Hour

[302 Soviet Literature in Translation (Not offered 1980-81; to be offered 1981-82.)
Beginning with a glance at Chekhov, a bridge between the old and the new, this course will survey the Russian literary scene from 1917 to the present. Readings include Blok, Zamiatin, Babel, Sholokhov, Pasternak, Solzhenitsyn, et al. In examining an era when politicization of the arts was taken for granted, it is instructive to observe how and with what degree of success the writers endeavored to maintain their artistic integrity. Conducted in English.
Hour

[303 Tolstoy in Translation (Not offered 1980-81.)
A study in depth of the life and works of L. N. Tolstoy in the context of Russian and Western intellectual thought. Isaiah Berlin has employed the terms “hedgehog” and “fox” to describe the conflict between Tolstoy, the thinker, who struggled to find a single, universal principle in life and Tolstoy, the artist, who saw phenomena in their complexity and contradictory multiplicity. This dynamic tension is reflected in virtually everything that Tolstoy wrote and colored his views on marriage and the family, organized government and the Orthodox Church. Readings include Family Happiness, War and Peace, Anna Karenina, The Death of Ivan Ilych and The Devil. Conducted in English.
Hour

[307S Dostoevsky in Translation (Not offered 1980-81.)
A study of the life and works of F. M. Dostoevsky in the context of Russian and Western intellectual thought. Readings include selections from Pushkin, Gogol and Chernyshevsky, which are compared with Dostoevsky’s early works Poor Folk, The Double and Notes from Underground; Dostoevsky’s first major novel, Crime and Punishment, which is studied in conjunction with the notebooks and early drafts; and Dostoevsky’s masterpiece, The Brothers Karamazov, which synthesizes the author’s philanthropic, psychological, philosophical and religious themes. Conducted in English.
Hour

M. KATZ]
[312 Chekhov and the Drama (Same as Theatre 312) (Not offered 1980-81.)

A study of Chekhov's vaudeville farces (including *Impure Tragedians* and *Leprous Playwrights* and *On the Harmfulness of Tobacco*) and the major plays (*Uncle Vanya*, *The Seagull*, *Three Sisters* and *The Cherry Orchard*), with special emphasis on theatrical interpretation. The plays will be studied against the background of Chekhov's evolution from a pot-boiler humorist to a major short story writer. Students are encouraged to prepare short scenes for presentation in class.

*Hour*

401 Seminar in Russian Literature: Special Author (Pushkin)

An intensive study of a single major literary figure: his life, works and era. Critical analysis and integration of the reading with previous work in other departmental courses. *Conducted in Russian.*

*Senior course. Required course in the major. Open to qualified juniors.*

*Hour R*

402 Seminar in Russian Literature: Selected Genre (Novel)

An extensive survey of a single literary genre: its origins, growth and development. 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, Russian 401. Open to qualified juniors.*

*Hour R*

493-W31-494 Senior Thesis

497, 498 Independent Study

*LITERATURE IN TRANSLATION*

European Literature in English 220 The Novel

(See under *Literature in Translation* for full description.)

**SOCIOMETRY (Div. II)**

Department of Anthropology and Sociology

Departmental Staff for 1980-81

*Chairman, Professor R. W. Friedrichs*

Professor: Friedrichs. Assistant Professors: Jackall*, Payne*. Visiting Assistant Professor: Mu'Min.

100 level courses are deemed most appropriate for freshmen, 200 level for sophomores, 300 levels for juniors and 400 levels for seniors. Students, however, may register for courses at the varying levels regardless of their class standing without the permission of the instructor unless the course description indicates otherwise.

**MAJOR PROGRAM (Six required and three elective courses in recommended sequence)**

*Freshman year:*

Grounding assumptions (one of the following):

Philosophy 101 Individual and Society

*On leave 1980-81*
Sociology

History of Ideas 101  The Greek Idea of Human Excellence
History of Ideas 102  Hebraic and Christian Vision
An Anthropology course
Seminar (not required but may serve as an elective)
Sociology 101 Seminar: Alienation in Mass Society
Sociology 102 Seminar: Social Ecology
Sociology 103 Seminar: Society in the Twentieth-first Century
Sociology 104 Seminar: Social Impacts of Industrialization

Degree and major credit will be given for only one of these seminars.

Sophomore and/or Junior years:
Empirical methods (one of the following):
Sociology 212F, 212  Empirical Social Science (Political Science 206F, 206) or
An empirical methods course in a related discipline (Anthropology, Economics or
Psychology) or a course in statistics

Grounding in theory:
Sociology 302  Social Theory in Conflict

Acquaintance with current developments in sociology’s subdisciplines:
Sociology 397 or 398: Independent Study or during 1980-81, an additional elective upon
approval of the department’s chairman.

Elective(s)†

Senior year:
Seminar: (topics alterable from year to year)
Sociology 402 Seminar: The Sociology of Belief

Individual research:
Sociology 491 or 492  Independent Project

Elective(s)†

†Majors are advised that they may receive credit as an elective for the major if they opt for a course
taught by Sociology faculty for another curriculum (see Afro-American Studies and American Civiliza­
tion) even though the course is not formally cross-listed in Sociology.

THE DEGREE WITH HONORS IN SOCIOLOGY

Candidacy for Honors may be met a) through a thesis developed within the context of
two Independent Projects (491 and 492) and a WSP (W30) or b) by means of a Senior
Seminar (402) supplemented by two Independent Projects (491 and 492) and a WSP (W30).
If such work is of high enough quality in the eyes of the department, the student will receive
Honors in Sociology.

[101 Seminar: Alienation in Mass Society (Not offered 1980-81; to be of­
fered 1981-82.)

Prefaced by a critical reading of Peter Berger’s Invitation to Sociology, students will be
exposed to alternative theories of alienation — with special attention drawn to alienation’s
contribution to both revolt and social order in mass industrialized societies. Individual
students will then apply their tentative conclusions to a case study selected from one of a
wide variety of settings: the family, contemporary youth culture, the workplace, bureau­
cracy, the social basis of politics, formal education, prisons or asylums are some of the
many options. Summaries and conclusions drawn will be made available in writing to other
class members and defended orally. The concluding paper will be a revision and extension
of the original paper.
Enrollment limited to 15. Precedence granted to freshmen and then (in order) to second, third and fourth year students with no prior course work in sociology.

Hour

JACKALL]

102 Seminar: Social Ecology

Prefaced by a critical reading of Peter Berger’s Invitation to Sociology, students will be
introduced to the study of the relationship between human groups (linked by social class,
caste, ethnicity, institutionalization and/or neighborhood) and their human and natural or man-made environments. There will be an emphasis on the implementation of the social ecological perspective as a means for analyzing social problems and prescribing policies for their ameliorization. Students will select individual topics, give an oral presentation and write a final paper.

Enrollment limited to 15. Precedence granted to freshmen and then (in order) to second, third and fourth year students with no prior course work in sociology.

**Hour**

**W**

**Mu'Min**

**103 Seminar: Society in the Twenty-first Century**

Prefaced by a critical reading of Peter Berger's *Invitation to Sociology* and using Heilbronner's *An Inquiry into the Human Condition* as initial hypothesis, individual students will inform themselves and the seminar as a whole (both in writing and orally) of an alternative scenario for global, regional and/or American society in the next century as portrayed by one of the volumes listed in the course bibliography. A student's concluding paper will be a critique of the volume previously summarized in light of the data undergirding the other scenarios and additional reading in and/or beyond the course bibliography.

Enrollment limited to 15. Precedence granted to freshmen and then (in order) to second, third and fourth year students with no prior course work in sociology.

**Hour**

**TU Tu.**

**Friedrichs**

**104 Seminar: Social Impacts of Industrialization (Not offered 1980-81; to be offered 1981-82.)**

Prefaced by a critical reading of Peter Berger's *Invitation to Sociology*, the course will focus upon the social consequences of industrialization. Undergirded by a core of common reading, each student will select one feature of industrialization's impact on society (or a given society) for examination in relative depth. Changes in class structure, rate and nature of urbanization, sex roles, formal education, the role of bureaucracy, population profile, ethnic or race relations and alienation are examples of the many options available. Oral and/or written summations will be made available to others in the class, while the student's final paper is expected to include information relevant to his or her particular topic drawn from the data provided by other students, the initial critique by the instructor and additional reading when called for.

Enrollment limited to 15. Precedence granted to freshmen and then (in order) to second, third and fourth year students with no prior course work in sociology.

**Hour**

**TU Tu.**

**Friedrichs**

**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 are likely to include a Chinese school during the cultural revolution, the church-state that is Israel, a “Walden Two” experiment, a contemporary fringe religious movement, West Point and its graduates and a war-time civilian detention camp. The course will follow a socratic — rather than lecture — format.

No prerequisite.

**Hour**

**RS Th.**

**Payne**

**202 Social Change and Social Control (Not offered 1980-81; to be offered 1981-82.)**

An examination of theoretical perspectives and empirical issues in the study of social change at both the individual and societal levels. Most of the examples will be drawn from the social movements of post-war America, particularly those of the 1960’s, and from revolutionary movements elsewhere. Particular attention will be paid to the unanticipated consequences of change and to the interplay among ideology, practice and organizational
structure within change-oriented groups.
No prerequisite.

Hour

[203 Social Inequality (Not offered 1980-81; to be offered 1981-82.)
A sociological analysis of structured social inequality in the modern world. Emphasis on
the historical development of economic classes, status groups and power elites. Topics
include: the nature of class and status-deprivation, power and powerlessness; the personal
meanings of inequality and the quest for social mobility; the emergence of mass society; and
the role of bureaucracy and the centralized state in mediating conflict and in maintaining the
social order. Particular attention will be given to the United States but a comparative
perspective will also be used.
No prerequisite.

Hour

[204 American Society in Comparative Perspective (Not offered 1980-81; to be offered 1981-82.)
An assessment of the claim — made implicitly by some and explicitly by others — that
American society is uniquely endowed to stand as a "model" for most of the world's
peoples in the foreseeable future. After exposure to alternative scenarios which define the
physical limits to that future, students will be encouraged (with the bibliographic help of the
instructor) to offer evidence supporting or denying that claim through a comparison of
selected aspects of American society with relevant characteristics of other potentially
"model" societies. The latter will include Sweden, the People's Republic of China, Japan,
the USSR and Israel — together with others nominated by individual students. The course
will follow a socratic — rather than lecture — format.
No prerequisite.

Hour

205 The Sociology of Imprisonment
A sociological analysis of developments which have led to the present patterns of incar­
ceration and punishment in American society. The course will examine the relationships
among the police establishment, the judiciary and the correctional system. The reality of
prison life and prisoners' subcultures, violence and the struggle for justice will be addressed.

Hour

206 Comparative Race and Ethnic Relations
The nature, variety and experiences of racial and ethnic minorities examined from both
sociological and historical perspectives, including acculturation, assimilation, conflict, domi­
nance and subordination, social mobility, the recent resurgence of ethnic identity and the
interplay between ethnicity and urban politics in the U.S. The course materials, however,
will emphasize cross-cultural data.

No prerequisite.

Hour

[207 Sociology of Education (Not offered 1980-81; to be offered 1981-82.)
After the class as a whole is exposed to some of the most provocative recent social
research of relevance to education (from pre-school through the subculture of higher edu­
cation), each student will "contract" with the instructor to complete the course within a
mutually agreed upon format. Descriptively graded.
No prerequisite.

Hour

209S Sociology of Deviance
A sociological analysis of deviance as a constant part of social life. An appraisal of social
pathological, functional, labeling and phenomenological approaches to deviance. An exami­
nation of the structure and meaning of various forms of deviance including situational
violations of various subcultural norms; deviant professions; ethical and legal transgressions by public officials and administrators; as well as typical fractures of conventional morality. Particular attention paid to criminological theories and perspectives.
No prerequisite.

Hour N

212F, 212 Empirical Social Science (Same as Political Science 206F, 206 Empirical Political Science)
(See under Political Science for full description.)

[216 Sociology of the Community (Not offered 1980-81; to be offered 1981-82.)]
An examination of efforts to maintain or to re-establish “community” with an increasingly technological and impersonal context. An assessment, of factors which facilitate or impede such community bonds from the level of rural village to that of central city, including examination of experiments in communal living and of utopian literature. A continuing theme will be the balance between individual freedom and group viability.
No prerequisite.

Hour

217 Modern China: Culture and Society in Transition (Same as Anthropology 221)
(See under Anthropology for full description.)

[219 Family and Kinship (Same as Anthropology 215) (Not offered 1980-81; to be offered 1981-82.]
(See under Anthropology for full description.)

[220 Anthropology of Religion (Same as Anthropology 218 and Religion 220) (Not offered 1980-81; to be offered 1981-82.)]
(See under Anthropology for full description.)

[221S Sociolinguistics (Same as Anthropology 214)
(See under Anthropology for full description.)

302 Social Theory in Conflict
A course directed at Division II majors which examines the present or potential impact of assumptions derived from the humanities (phenomenology, existentialism and ethnmethodology), political (dialectical and “critical” theory) and economic (exchange) thought, social psychology (role, reinforcement and developmental theory), anthropology and linguistics (structuralism) and zoology (sociobiology and social evolution) upon more traditional sociological theory. After reading from a core bibliography, a student will focus upon a theory or theorist of his or her own choosing, sharing with the class as a whole (both orally and in writing) an estimate of its strengths and weaknesses.
Prerequisite, status as a major in a Division II discipline or the instructor’s permission.

Hour RS Mon.

305 The African-American: A Sociological Perspective
An overflow of the African-American’s social, psychological and communal/institutional experience in the United States. The course will critique the traditional social science views of the African-American and examine an alternative paradigm. Particular attention will be given to significant contributions of individuals and social movements in the historical struggle for freedom.

Hour M
Sociology

308 Religion and Society (Same as Religion 302)
(See under Religion for full description.)

309 The Anthropology of Work (Same as Anthropology 309)
(See under Anthropology for full description.)

[310 Sociology of Work and Occupations (Not offered 1980-81; to be offered 1981-82.)
A sociological examination of the shape and meaning of what people do all day. Topics include: an historical survey of attitudes towards work; an analysis of the structure and experience of craft work, industrial and clerical occupations and managerial and professional work; the impact of bureaucratic work on character; occupational and professional ethics and ideologies; the impact of work on life-styles and political beliefs. An examination as well of the theory, practice and implications of workplace democracy. No prerequisite.
Hour

JACKALL]

312 Economic Development and Institutional Change in Contemporary China (Same as Anthropology 310)
(See under Anthropology for full description.)

397, 398 Independent Study
Readings on current developments within a broad range of Sociology's sub-disciplines (one term required of majors) or during 1980-81, an additional elective upon approval of the Department's chairman or readings in depth on a given topic (with permission of the instructor).

402 Seminar: The Sociology of Belief
A seminar whose topic may change from year to year. The present topic, "the sociology of belief," will focus upon the role which socially constructed and internalized belief plays or does not play in "everyday life," the community of science (natural and/or social), one's image of the past, one's political and/or economic ideology, and one's response to claims made in the name of a "transcendent" reality. Students will initially read selectively from a common bibliography, then choose to focus upon the problem of sifting "knowledge" from "belief" on a subject drawn from one of the above realms. Tentative conclusions will be made available to the larger seminar in writing and orally, with a revision and/or extension informed by the contributions of other students and the instructor serving to conclude the seminar.
Prerequisite, status as a major in a Division II discipline or permission of the instructor.
Hour W

FRIEDRICH

491-W30, W30-492 Independent Project
The Senior Major, having discussed with relevant faculty a variety of study or research projects during the second semester of the junior year, devotes one 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 or permission of the instructor.
Hour Arr.

MEMBERS OF THE DEPARTMENT
THEATRE (Div. I)
Departmental Staff for 1980-81

Chairman, Professor J.-B. Bucky*
Acting Chairman, Professor F. Stocking


As a reflection of the theatre’s historical relationship to literature and the arts, stage production is studied in the context of the literary and artistic movements which have informed theatrical endeavor. The major program in Theatre emphasizes the collaborative nature of the discipline by drawing upon courses offered by faculty of the Language, Literature, Music and Art Departments. Although students will be equipped to proceed to graduate and professional schools in Theatre, the major is primarily directed towards those interested in studying the theatre as an artistic and cultural phenomenon. Because a deep understanding of theatre arts requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

The production arm of the Department of Theatre consists of two separate programs operating under the supervision of the departmental faculty. Williamstheatre 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 as acting, directing or design. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisers in devising the sequence of courses and production participation which will constitute their major program.

Courses at the 100 level are open to freshmen and sophomores; 200 and 300 level courses require at least sophomore and junior standing respectively.

MAJOR PROGRAM

Theatre 101 Introduction to Theatre
Theatre 102 Introduction to Technical Theatre
Theatre 201 Concepts of Theatrical Design
Theatre 203 Interpretation and Performance
Theatre 401 Seminar for Senior majors

and

Two courses from Theatre 309-312 Studies in Dramatic Literature

and

Two courses from: Theatre 204 Interpretation and Performance
Theatre 302 Scenic Design
Theatre 303 Stage Lighting
Theatre 305S Costume Design
Theatre 397, 398 Theatre Production Workshop

and

Two courses from any one of the following groups (a, b or c):

a. English 201 Shakespeare’s Major Plays
   English 202 Modern Drama
   English 204F The Feature Film
   French 301 Classical Theatre
   French 306 The Idea of Theatre in Twentieth Century France
   Spanish 303 Spanish Theatre of the Golden Age

(Courses in this group to be chosen so that they do not duplicate in essential

*On sabbatical leave 1980-81
Theatre

c. The body of dramatic works dealt with in Theatre 309-312 taken to satisfy the major requirement.
b. Art 211 Drawing and Three Dimensional Design
   Art 212 Drawing and Two Dimensional Design
   Art 319 Advanced Drawing

c. Music 105 The Opera
   Music 107 Verdi and Wagner
   Music 114F American Music
   Music 115S Twentieth Century Music for Beginners
   Music 116 Music Since 1945

Production requirement for the major: all Majors in Theatre are required to participate in a minimum of eight Williamstheatre productions after fulfilling the laboratory requirement for Theatre 102. Participation in at least two of the eight must be in technical production. Assignment to productions is normally made in consultation with the Department.

Theatre majors are strongly urged to include dance and fencing in fulfilling their Physical Education requirements.

THE DEGREE WITH HONORS IN THEATRE

Students who intend to apply for the degree with honors must consult with the department early in their junior year. At that time proposals for a specific course cluster chosen to constitute an honors program must be submitted to the department for its approval. A recommendation for graduation with honors will be made on the basis of consistently superior performance in all aspects of the major program, and fulfillment of the honors requirements with distinction.

The honors program consists of two elective courses outside the Theatre Department, clearly related to the execution of a thesis or a project in directing or design, and completion of the project Theatre 491 or 492 or the thesis in Theatre 493 or 494. A Winter Study Project (W30 or W31) may be taken to augment the work completed in one of these Theatre courses, but it is not required.

Courses elected in fulfillment of the honors program are not applicable to the normal major requirement.

101 Introduction to 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. Representative plays from several historical periods will be read with the emphasis upon theatrical interpretation.

Enrollment limited to freshmen and sophomores.

Hour D Nassivera

102F, 102 Introduction to Technical Theatre

An intensive study of all aspects of technical theatre including the interpretation of design and technical-drawings, scenic construction, costume construction, basic lighting, rigging, theatre organization and the technical production process. Four hours of studio work per week in the shops of the theatre is required.

Prerequisite, Theatre 101 or permission of the instructor. Enrollment limited to freshmen and sophomores.

Hour M Groener

201 Concepts of Theatrical Design

A general introduction to theatrical design. This course considers the problems of translating a dramatic text into an overall design concept, and the evolution into specific setting, lighting or costume designs. Written analyses and design projects are required.

Prerequisite, Theatre 101 or permission of the instructor.

Hour R Goodrich
Theatre

203, 204 Interpretation and Performance
The development of technical skills and intellectual and emotional resources required for the translation of an interpretative idea into a stageworthy conception for the actor and director. Included will be the study of voice and movement, characterization, staging fundamentals, performance styles, textual analysis and control. In addition to written assignments, committed participation in the preparation and performance of production exercises will be required. 203 may be taken for credit alone; however, 203 is prerequisite for 204.
Prerequisite, Theatre 101, 102. Enrollment limited to 15.

Hour       TX

302 Scenic Design
A study of basic scenic design. This course will consider design styles and principles and techniques of sketching and model building. Student design projects and studio work in the shops of the theatre are required.
Prerequisite, Theatre 201 or permission of the instructor.

Hour       R

303 Stage Lighting
An introduction to the art of stage lighting. Basic design principles are considered after a review of instrumentation, color theory and script analysis. Individual projects and theatre production work are required.
Prerequisite, Theatre 201 or permission of the instructor.

Hour       N

305S Costume Design
A study of basic costume design for the stage, emphasizing the interpretation of dramatic texts in terms of characterization. The class will focus on the possibilities for interpretative support provided by costume and the translation of a design sketch into fabric. Student design projects and studio work in the costume shop will be required.
Prerequisite, Theatre 201 or permission of the instructor.

Hour       M

309-312 Studies in Dramatic Literature
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, nationality or critical approach.
Prerequisite, Theatre 101 or permission of the instructor.

309 Masterpieces of the German Theatre in Translation (Same as German 203)
(See under German for full description.)

310 Studies in Dramatic Literature: Tragedy and the Theory of Drama (Same as English 365S)
(See under English for full description.)

311 Greek Tragedy (Same as Classics 201).
(See under Classics for full description.)

[312 Chekhov and the Drama (Same as Russian 312) (Not offered 1980-81.)]
(See under Russian for full description.)

397, 398 Theatre Production Workshop
Individual and group creative work in aspects of theatre production. This course is taught as a tutorial and based upon the background and demonstrated talent of individual students. Intensive projects in acting, directing, design or playwriting will be decided upon mutually by the instructors and students. Application for entry into this course must be submitted to the department not later than one semester before enrollment.
Prerequisites, supporting course work in Theatre and active participation in production and permission of the instructor.

Hour       S
Theatre, Women's Studies

401 Seminar for Senior Majors
This seminar will take as its focus one major dramatic work currently in production. Using the preparation, rehearsal and performance of the work as a model for discussion, the seminar will synthesize all prior work in the major. Oral and written reports will deal with the critical, historical and aesthetic context of the work in production and a substantial final research project or paper will be required. Open only to seniors majoring in Theatre.

Hour YZ

491, 492 Senior Production

493, 494 Senior Thesis

Of interest to advanced students:

THE NATIONAL THEATRE INSTITUTE

The Department of Theatre 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 Centre 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.

WOMEN’S STUDIES

Williams offers no formal program in Women’s Studies, but students interested in the subject should note the following individual course offerings that pertain to it. (See respective departmental listings for the full description.)

American Civilization 351 (formerly 401)/History 351 Women, Womanhood and Reform: The Nineteenth Century American Experience
Economics 203 The Economic Role of Women (Not offered 1980-81.)
History 310 Family and Community in Early America (Not offered 1980-81.)

COURSES OF RELATED INTEREST (See respective departmental listings for full description.)

Anthropology 215/Sociology 219 Family and Kinship (Not offered 1980-81.)
Economics 319 (formerly 318) Radical Political Economy
English 208 American Literature from the Civil War to World War I
English 212 Southern Gothic
English 311S Studies in Shakespeare
History 303 American Labor History (Not offered 1980-81.)
Political Science 219 The Supreme Court and the Constitution
Religion 216 Religion and Literature (Not offered 1980-81.)
Religion 222 (formerly 219) Problems in Religious Ethics
Sociology 104 Seminar: Social Impacts of Industrialization (Not offered 1980-81.)
Sociology 202 Social Change and Social Control (Not offered 1980-81.)
Sociology 203 Social Inequality (Not offered 1980-81.)
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
John Wesley Chandler, Ph.D., LL.D., L.H.D., 1973-
TRUSTEES 1980-81

John W. Chandler, Ph.D., LL.D., L.H.D., President
William H. Curtiss, Jr., B.A., Woodside, California
James A. Linen, LL.D., L.H.D., Greenwich, Connecticut
Preston S. Parish, B.A., Hickory Corners, Michigan
Harding F. Bancroft, LL.B., LL.D., Millbrook, New York
Edward L. Stanley, B.A., Philadelphia, Pennsylvania
Francis T. Vincent, Jr., LL.B., Kensington, Maryland
E. Wayne Wilkins, Jr., M.D., West Newton, Massachusetts
W. Van Alan Clark, Jr., M.S., Marion, Massachusetts
Robert J. Geniesse, LL.B., New York, New York
William S. Sneath, M.B.A., Riverside, Connecticut
Martha R. Wallace, M.A., New York, New York
Charles H. Mott, B.A., New York, New York
Kevin H. White, LL.B., Ph.D., LL.D., Boston, Massachusetts
John S. Wadsworth, Jr., M.B.A., Brooklyn, New York
Diana H. Strickler, B.A., New York, New York
Madeleine K. Albright, Ph.D., Washington, D.C.
Gordon T. Getsinger, M.B.A., Thurmond, North Carolina
Reginald E. Gilliam, Jr., L.L.B., Washington, D.C.
John J. Louis, Jr., M.B.A., Chicago, Illinois
Andrew D. Heineman, LL.B., New York, New York
O. Stuart Chase, M.A., Deerfield, Massachusetts

TRUSTEES EMERITI 1980-81

Frederick V. Geier, B.A., LL.D., Cincinnati, Ohio (1953-1963)
Cleveland Thurber, LL.B., LL.D., Grosse Pointe Farms, Michigan (1963-1966)
Clarke Williams, Ph.D., D.Sc., Bellport, New York (1967-1972)
Talcott M. Banks, LL.B., LL.D., Lincoln, Massachusetts (1961-1975)


Audit Committee: William S. Sneath, Chairman, Edward L. Stanley, Francis T. Vincent, Jr., W. Van Alan Clark, Jr.

*The President is an ex-officio member of all Trustee Committees.
FACULTY 1980-81

John Wesley Chandler, Ph.D., LL.D., L.H.D.  
President

Faculty Emeriti

Nelson Sherwin Bushnell, Ph.D., Litt.D.  
John Hawley Roberts Professor of English, Emeritus

James Edwin Bullock, M.A.  
Assistant Professor of Physical Education, Emeritus

Antonio Garcia De Lahiguera, Doctor en Derecho  
Professor of Romanic Languages, Emeritus

Franzo Hazlett Crawford, B.A., [Oxon], Ph.D.  
Thomas T. Read Professor of Physics, Emeritus

Donald Everett Richmond, Ph.D., D.Sc.  
Frederick Latimer Wells Professor of Mathematics, Emeritus

Thomas Van Orden Urmy, M.D.  
Director of Health, Emeritus

Arthur Freeman Jenness, Ph.D.  
Professor of Psychology, Emeritus

Robert Bruce Muir, M.A.  
Assistant Professor of Physical Education, Emeritus

Winthrop Hegeman Root, Ph.D.  
William Dwight Whitney Professor of German Literature, Emeritus

Allyn Jay Waterman, Ph.D.  
Mary A. and William Wirt Warren Professor of Biology, Emeritus

Elwyn Lionel Perry, Ph.D.  
Edward Brust Professor of Geology and Mineralogy, Emeritus

Frederick L. Schuman, Ph.D.  
Woodrow Wilson Professor of Government, Emeritus

Howard P. Stabler, Ph.D.  
Thomas T. Read Professor of Physics, Emeritus

Samuel A. Matthews, Ph.D., D.Sc.  
Samuel Fessenden Clarke Professor of Biology, Emeritus

Clarence C. Chaffee, M.A.  
Director of Physical Education and  
Assistant Professor of Physical Education, Emeritus

Ralph P. Winch, Ph.D.  
Barclay Jermain Professor of Natural Philosophy, Emeritus

Robert R. R. Brooks, B.A. [Oxon], Ph.D.  
Orrin Sage Professor of Economics, Emeritus

Frank R. Thoms, Jr., B.A., M.B.A.  
Director of Athletics, Emeritus

Edward G. Taylor, Ph.D.  
Ebenezer Fitch Professor of Chemistry, Emeritus

Doris DeKeyserlingk, M.A.  
Associate Professor of Russian and German, Emerita

936 Main Street  
164 Sloan Road  
45 Harmon Pond Road  
Madrid, Spain  
Palatka, Florida  
Southbury, Connecticut  
71 Baxter Road  
Palo Alto, California  
277 Syndicate Road  
Washington, D.C.  
Bethesda, Maryland  
Chatham, Massachusetts  
Portland, Oregon  
152 Blair Road  
130 Woodcock Road  
39 Cold Spring Road  
27 Bingham Street  
93 Bee Hill Road  
Ocean Point, Maine  
Erinsville, Ontario  
226
Faculty

LAWRENCE W. BEALS, PH.D.
Professor of Philosophy, Emeritus
Honorary Archivist of the College

CHARLES R. KELLER, PH.D., L.H.D., LITT.D., H.H.D., LL.D.
Brown Professor of History, Emeritus

WILLIAM H. PRIERSON, JR., M.F.A., PH.D.
Massachusetts Professor of Art, Emeritus

RAYMOND F. COOMBS, B.A.
Assistant Professor of Physical Education, Emeritus

ALEX J. SHAW, M.A.
Assistant Professor of Physical Education, Emeritus

FREEMAN FOOTE, B.A.
Edward Brust Professor of Geology and Mineralogy, Emeritus

GEORGE H. HAMILTON, PH.D., LITT.D.
Professor of Art, Emeritus

S. LANE FAISON JR., M.A., M.F.A., LITT.D.
Amos Lawrence Professor of Art, Emeritus

ROBERT G. BARROW, M.MUS.
Professor of Music, Emeritus

JOSEPH A. KERSHAW, PH.D.
Herbert H. Lehman Professor of Economics, Emeritus

CHARLES COMPTON, PH.D.
Ebenezer Fitch Professor of Chemistry, Emeritus

C. WALLACE JORDAN, F.S.A.
Professor of Mathematics, Emeritus

ROBERT C. L. SCOTT, PH.D.
J. Leland Miller Professor of American History,
Literature and Eloquence, Emeritus

EUNICE C. SMITH, PH.D.
Directrice des Cours du Premier Cycle, Emerita

WHITNEY S. STODDARD, PH.D.
Amos Lawrence Professor of Art, Emeritus

FACULTY 1980-81

ROBERT B. ALBRITTON, PH.D.
Visiting Lecturer in Political Science, first semester

LEE J. ALSTON, PH.D.
Assistant Professor of Economics

JAMES W. ANDERSON, PH.D.
Assistant Professor of Psychology

PETER G. ANDREWS, PH.D.
Assistant Professor of Mathematics

HENRY W. ART, PH.D.
Associate Professor of Biology

41 Bingham Street
41 Jerome Drive
35 Waterman Place
107 South Street
Ogunquit, Maine
91 Baxter Road
1550 Cold Spring Road
121 Gale Road
145 Scott Hill Road
Hendersonville, N.C.
80 Jerome Drive
85 Grandview Drive
East Orleans, Mass.
76 Cluett Drive
Arlington, Vermont
43 Gale Road

227
Faculty

William Aspray, Ph.D.  137 Southworth Street
Visiting Assistant Professor of Mathematics

Bryce A. Babcock, Ph.D.  1025 State Road
North Adams, Mass. 01247
Staff Physicist at the Bronfman Science Center
and Lecturer in Physics

*Dudley W. R. Bahlman, Ph.D.  39 Sabin Drive
Class of 1924 Professor of History

Raymond W. Baker, Ph.D.  57 Stetson Court
Associate Professor of Political Science

Vincent M. Barnett, Jr., Ph.D., LL.D., Litt.D., L.H.D., D.C.L.  1251 Main Street
James Phinney Baxter, 3rd Professor of History and Public Affairs

**Milton J. Bates, Ph.D.  35 Lee Terrace
Assistant Professor of English

Milo C. Beach, Ph.D.  1213 Green River Road
Associate Professor of Art

Donald deB. Beaver, Ph.D.  100 Southworth Street
Associate Professor of the History of Science

Olga R. Beaver, Ph.D.  100 Southworth Street
Assistant Professor of Mathematics

Michael D. Bell, Ph.D.  200 The Knolls
Professor of English

Robert H. Bell, Ph.D.  152 Ide Road
Associate Professor of English

**Gene H. Bell-Villada, Ph.D.  48 Jerome Drive
Assistant Professor of Spanish

Peter Berek, Ph.D.  121 Southworth Street
Professor of English

Lola C. Bogyo, Ph.D.  30 Grandview Drive
Assistant Professor of Psychology

Roger E. Bolton, Ph.D.  44 Wilshire Drive
Professor of Economics

David A. Booth, M.A.  280 Syndicate Road
Associate Provost, Lecturer in Political Science
and Director of Data Systems

**Lillian Bostert, M.A.  280 Syndicate Road
Part-time Lecturer in Physical Education

***Russell H. Bostert, Ph.D.  280 Syndicate Road
Stanfield Professor of History

**Ralph M. Bradburd, Ph.D.  1441 Green River Road
Assistant Professor of Economics

James R. Briggs, B.A.  Sweet Brook Road
Assistant Professor of Physical Education
and Director of the Parents Fund

*On sabbatical leave second semester
**On leave first semester
***On sabbatical leave first semester
David S. Brooke, M.A.
Lecturer in Art
40 Whitman Street

Eleanor R. Brown, M.A.
Part-time Lecturer in Biology
179 Park Street

Fielding Brown, Ph.D.
Charles L. MacMillan Professor of Physics
179 Park Street

*MacAlister Brown, Ph.D.
Professor of Political Science
41 School Street

Michael F. Brown, M.A.
Assistant Professor of Anthropology
19 Belden Street

**Kim B. Bruce, Ph.D.
Assistant Professor of Mathematics
66 Meacham Street

***Henry J. Bruton, Ph.D.
John J. Gibson Professor of Economics
300 Syndicate Road

****Jean-Bernard Bucky, M.F.A.
Professor of Theatre and Director of the Adams Memorial Theatre
14 Chapin Court

*****Lynda K. Bundtzen, Ph.D.
Associate Professor of English
820 Main Street

Jack W. Burnham, M.F.A.
Robert Sterling Clark Visiting Professor of Art, first semester
1441 Green River Road

*James M. Burns, Ph.D.
Woodrow Wilson Professor of Government
High Mowing, Bee Hill Road

Arthur J. Carr, Ph.D.
Edward Dorr Griffin Professor of English
65 Jerome Drive

**Dean W. Chandler, Ph.D.
Assistant Professor of Chemistry
22 John Street

Raymond Chang, Ph.D.
Professor of Chemistry
146 Forest Road

Edson M. Chick, Ph.D.
Professor of German
234 Gale Road

Paul G. Clark, Ph.D.
David A. Wells Professor of Political Economy
41 Cluett Drive
and Director of the Center for Development Economics

Elizabeth A. Colburn, Ph.D.
Assistant Professor of Biology
1575 Green River Road

**David C. Colby, Ph.D.
Assistant Professor of Political Science

J. Thomas Cook, M.A.
Visiting Lecturer in Philosophy
45 Stetson Road, Apt. C

Phebe Cramer, Ph.D.
Professor of Psychology
20 Forest Road

Stuart B. Crampton, M.A. [Oxon], Ph.D.
Barclay Jermain Professor of Natural Philosophy
54 Grandview Drive

Andrew Crider, Ph.D.
Professor of Psychology
770 Hancock Road

*On sabbatical leave first semester
**On leave 1980-81
***On sabbatical leave first semester, on leave second semester
****On sabbatical leave 1980-81
*****On leave first semester
Faculty

MALCOLM CRONLUND, PH.D.  
Visiting Lecturer in Chemistry  
30 Bank Street

G. TIMOTHY CUNARD, M.F.A.  
R.D. #3, Holcomb Road  
Averill Park, N.Y. 12018

Joseph M. Dailey, M.S.  
Assistant Professor of Art  
1135 New Ashford Road

Robert F. Dalzell, Jr., Ph.D.  
Ephraim Williams Professor of American History  
123 Park Street

Nancy B. Davidson, M.F.A.  
Visiting Assistant Professor of Art  
135 South Street

Craig A. Dennis, M.F.A.  
Assistant Professor of Art  
35 Walden Street

Tom J. Derrick  
Visiting Lecturer in English, first semester  
280 Syndicate Road

Nicole S. Desrosiers, Ph.D.  
Part-time Visiting Lecturer in Romance Languages  
136 Bartlett Avenue  
Pittsfield, Mass. 01201

*Charles B. Dew, Ph.D.  
Professor of History  
218 Bulkley Street

Joy Anne Dewey, B.A.  
Assistant Professor of Physical Education  
174 Ide Road

William DeWitt, Ph.D.  
Professor of Biology  
Forest Road

Dennis C. Dickerson, Ph.D.  
Assistant Professor of History  
16 Chapin Court

Lee C. Drickamer, Ph.D.  
Associate Professor of Biology  
63 Lee Terrace

**Susan Dunn, Ph.D.  
Associate Professor of French  
23 Lynde Lane

Samuel Y. Edgerton, Jr., Ph.D.  
Professor of Art and Director of the Graduate Program in the History of Art  
163 Park Street

Joan Edwards, Ph.D.  
Assistant Professor of Biology  
1541 Green River Road

James Eisenstein, B.A.  
Assistant Professor of Physics  
19 Bank Street

Marlin J. Eller, M.S.  
Visiting Instructor in Computer Science  
23 Bank Street

Marc R. Ellington, M.Ed.  
Instructor in Physical Education  
135 South Street

Paula Ennis-Dwyer, D.M.  
Assistant Professor of Music  
Hancock Road

***Edward A. Epping, M.F.A.  
Assistant Professor of Art  
Belden Street

*On sabbatical leave first semester, on leave second semester  
**On leave second semester  
***On leave first semester
Faculty

Gerald A. Epstein, M.A. 121 Southworth Street
Assistant Professor of Economics

Peter B. Erickson, Ph.D. 79 Southworth Street
Assistant Professor of English

John D. Eusden, Ph.D. 75 Forest Road
Nathan Jackson Professor of Christian Theology

Richard J. Farley, M.Ed. 23 Thomas Street
Assistant Professor of Physical Education

Gillian Feeley-Harnik, Ph.D. 100 Hoxsey Street
Assistant Professor of Anthropology

Rafael A. Fernandez, M.A. 26 Cold Spring Road
Part-time Lecturer in Art

*Nicholas Fersen, B.S. P.O. Box 125
Professor of Russian

Zirka Z. Filipczak, Ph.D. Blair Road
Associate Professor of Art

Manuel Finkelstein, Ph.D. Autumn Heights
Part-time Lecturer in Chemistry
North Adams, Mass. 01247
Henderson Road

Robert L. Fisher, Jr., M.Ed. 33 Whitman Street
Assistant Professor of Physical Education

Stephen Fix, Ph.D. 51 Moorland Street
Assistant Professor of English

*William T. Fox, Ph.D. 345 Hopper Road
Edward Brust Professor of Geology and Mineralogy

Robert W. Friedrichs, Ph.D. 820 Main Street
Professor of Sociology

Peter K. Frost, Ph.D. 24 Petersburg Road
Professor of History

*Charles Fuqua, Ph.D. 96 Grandview Drive
Garfield Professor of Ancient Languages

Don C. Gifford, B.A. 17 Bryant Street
John Hawley Roberts Professor of English

Antonio Giménez, Ph.D. 820 Main Street
Associate Professor of Romanic Languages

George R. Goethals, II, Ph.D. 24 Petersburg Road
Professor of Psychology

Bruce H. Goodrich, M.F.A. 55 North Street #2
Costume Designer of the Adams Memorial Theatre
and Part-time Instructor in Theatre

Jean L. Gordon, Ph.D. 135 South Street
Assistant Professor of Mathematics

**Neil R. Grabois, Ph.D. 176 Southworth Street
Professor of Mathematics

*On sabbatical leave second semester
**On sabbatical leave 1980-81
Faculty

**William C. Grant, Jr., Ph.D.**
Samuel Fessenden Clarke Professor of Biology
155 Sweetbrook Road

*Lawrence S. Graver, Ph.D.*
Professor of English
117 Forest Road

**Suzanne Graver, Ph.D.**
Part-time Lecturer in English, first semester
117 Forest Road

**Fred Greene, Ph.D.**
A. Barton Hepburn Professor of Government
115 South Street

**William T. Groener, M.A.**
Director of the Adams Memorial Theatre
and Assistant Professor in Theatre
Old Route 7, Pownal, Vt. 05261

**Eva U. Grudin, B.A.**
Part-time Lecturer in Art
R.F.D. #1
Stamford, Vermont 01247

**Dan F. Gutwein, M.A.**
Assistant Professor of Music
20 McCauley Lane

**George H. Hamilton, Ph.D., Litt.D.**
Visiting Professor of Art, second semester
121 Gale Road

**Charles Harvey, M.A.**
Visiting Lecturer in Economics
1305 Main Street

**Philip K. Hastings, Ph.D.**
Professor of Psychology and Political Science
156 Bulkley Street

**Julius Hegyi, B.Mus.**
Lecturer in Music, Conductor and Violinist in Residence
548 Northwest Hill Road

**Julius S. Held, Ph.D., L.H.D., Litt.D.**
Visiting Professor of Art, first semester
81 Monument Avenue
Old Bennington, Vermont 05201

**Victor E. Hill, Ph.D.**
Professor of Mathematics
20 Longview Terrace

**H. Lee Hirsche, B.F.A.**
Professor of Art
135 Stone Hill Road

**Meredith C. Hoppin, Ph.D.**
Assistant Professor of Classics
1589 Green River Road

**Michael W. Horrigan, M.A.**
Assistant Professor of Economics
18 Bank Street

**Marie Howland, M.C.P.**
Part-time Instructor in Economics, second semester
762 Hancock Road

**Susan Hudson-Hamblin, B.A.**
Assistant Professor of Physical Education
84 Cluett Drive

**John M. Hyde, Ph.D.**
Professor of History
20 Jerome Drive

**Robert G. Jackall, Ph.D.**
Assistant Professor of Sociology
66 Jerome Drive

**Gary J. Jacobsohn, Ph.D.**
Associate Professor of Political Science
80 Stetson Court

---

*On sabbatical leave first semester, on leave second semester
**On leave 1980-81
RAGHENDRA JHA, PH.D.
Assistant Professor of Economics
41 Haley Street

*EUGENE J. JOHNSON, III, PH.D.
Professor of Art
Ide Road

MARKES E. JOHNSON, PH.D.
Assistant Professor of Geology
63 Park Street

THOMAS C. JORLING, LL.B., M.S.
Professor of Environmental Sciences
1165 Main Street

**EILEEN JULIEN, PH.D.
Assistant Professor of Romanic Languages
125 Meacham Street

***LAWRENCE J. KAPLAN, PH.D.
Associate Professor of Chemistry
38 Harwood Street

ALYC KAPROW, M.F.A.
director of Photographic Facilities and Part-time Lecturer in Art
15 North Pleasant Street, Amherst, Mass. 01002 Park Street

****CHARLES H. KARELIS, D. PHIL. [OXON]
Associate Professor of Philosophy
17 Chapin Court

MICHAEL R. KATZ, D. PHIL. [OXON]
Associate Professor of Russian
23 Bank Street

NATHAN KATZ, PH.D.
Assistant Professor of Religion
135 Southworth Street

ROBERT D. KAVANAUGH, PH.D.
Assistant Professor of Psychology
125 Park Street

BRUCE KIEFFER, PH.D.
Assistant Professor of German
125 Park Street

ELIZABETH KIEFFER, B.A.
Part-time Instructor in German, first semester
1573 Green River Road

DANIEL A. KLEIER, PH.D.
Assistant Professor of Chemistry
45 Stetson Road, Apt. I

SHERRON E. KNOPP, PH.D.
Assistant Professor of English
17 Porter Street

ROBERT M. KOZELKA, PH.D.
Professor of Mathematics
97 Southworth Street

PETER B. KRAMER, PH.D.
Assistant Professor of Physics
2 Fort Hoosac Place

THOMAS KRENS, M.A.
Lecturer in Art and Director of the Williams College Museum of Art
30 North Street

RICHARD W. KROUSE, PH.D.
Assistant Professor of Political Science
107A Spring Street

KAREN B. KWITTER, PH.D.
Assistant Professor of Astronomy and Acting Director of the Hopkins Observatory

*On sabbatical leave second semester
**On leave first semester
***On sabbatical leave 1980-81
****On leave 1980-81
Faculty

BENJAMIN W. LABAREE, PH.D.
Adjunct Professor of History and
Director of the Williams-Mystic Program
Munson Institute
Mystic, Connecticut 06355

RENZIE W. LAMB, B.A.
Assistant Professor of Physical Education
34 Jerome Drive

DAVID J. LANGSTON, M. DIV., PH.D.
Assistant Professor of English
1589 Green River Road

CHRISTINE LARSON, B.S.
Instructor in Physical Education
45 Stetson Road, Apt. B

JOHN D. LATHROP, PH.D.
Assistant Professor of Astronomy
66 Jerome Drive

*NATHANIEL M. LAWRENCE, PH.D.
Massachusetts Professor of Philosophy
80 South Street

PATRICIA C. LEACH, M.F.A.
Part-time Lecturer in Art
30 North Street

**STEPHEN R. LEWIS, JR., PH.D.
Herbert H. Lehman Professor of Economics
410 Petersburg Road

H. GANSE LITTLE, JR., PH.D.
Cluett Professor of Religion
133 Candlewood Drive

WILLIAM W. LOCKE, III, M.S.
Assistant Professor of Geology
Oblong Road

JOHN A. MACFADYEN, JR., PH.D.
Edna McComb Clark Professor of Geology
44 Forest Road

MICHAEL D. MARCACCIO, PH.D.
Assistant Professor of History
66 Jerome Drive

GEORGE E. MARCUS, PH.D.
Professor of Political Science
41 Bingham Street

ANNE MARGOLIS, M.PHIL.
Assistant Professor of English
104 Forest Road

J. HODGE MARKGRAF, PH.D.
Ebenezer Fitch Professor of Chemistry
and Provost of the College
32 Cluett Drive

WILLIAM E. MCCORMICK, M.A.
Assistant Professor of Physical Education
and Coordinator of Intramural Programs
380 Syndicate Road

EARL L. MCFARLAND, JR., PH.D.
Associate Professor of Economics
2167 Green River Road

THOMAS E. MCGILL, PH.D.
Hales Professor of Psychology
888 Hancock Road

KATHLEEN V. MCNALLY, PH.D.
Assistant Professor of Economics and Assistant Dean
184 Southworth Street

MICHAEL S. MCPHERSON, PH.D.
Assistant Professor of Economics and
Director of Research in Development Economics

*On sabbatical leave second semester
**On leave 1980-81
Faculty

MAUREEN MEANEY, M.A.
Assistant Professor of Classics
Dodd House

WILLIAM R. MOOMAW, Ph.D.
Professor of Chemistry
349 Syndicate Road

DOUGLAS B. MOORE, Doc.Mus.Arts
Associate Professor of Music
P.O. Box 536

E. M. ABDUL MU’MIN, B.A.
Visiting Assistant Professor of Sociology
1587 Green River Road

GERALD NAGAHASHI, Ph.D.
Assistant Professor of Biology
139 Bridges Road

JILL A. NASSIVERA, M.F.A.
P.O. Box 221
Dorset, Vermont 05251

Assistant Professor of Theatre and
Assistant Director of the Adams Memorial Theatre

RICHARD A. Nuccio, Ph.D.
Assistant Professor of Political Science
45 Stetson Road, Apt. K

FRANCIS C. OAKLEY, Ph.D.
Professor of History and Dean of the Faculty
54 Scott Hill Road

CAROL OCKMAN, M.Phil.
Assistant Professor of Art
28 Thomas Street

*DANIEL D. O’CONNOR, Ph.D.
Professor of Philosophy and Dean of the College
36 Hawthorne Road

ROBERT H. ODELL, B.A.
Assistant Professor of Physical Education
15 Forest Road

H. WILLIAM OLIVER, Ph.D.
Thomas T. Read Professor of Mathematics
61 Ide Road

LESLIE J. ORTON, B.A.
Instructor in Physical Education
84 Cluett Drive

**A. MEAD OVER, Jr., Ph.D.
Assistant Professor of Economics
125 Meacham Street

CARMEN M. PALLADINO, B.A.
Instructor in Physical Education
64A Park Street

CLAIRA C. PARK, M.A., Litt.D.
Part-time Lecturer in English
29 Hoxsey Street

***DAVID A. PARK, Ph.D.
Webster Atwell-Class of 1921 Professor of Physics
29 Hoxsey Street

JEFFREY D. PARKER, Ph.D.
Assistant Professor of Mathematics
64 Meacham Street

*JAY M. PASACHOFF, Ph.D.
Associate Professor of Astronomy and
Director of the Hopkins Observatory
1305 Main Street

****CHARLES M. PAYNE, Jr., Ph.D.
Assistant Professor of Sociology
99 Barbour Street
North Adams, Mass. 01247

*On sabbatical leave 1980-81
**On leave first semester
***On leave second semester
****On leave 1980-81
Faculty

*ROBERT R. PECK, Ed.D.
Chairman, Department of Physical Education, Athletics and Recreation and Lecturer in Physical Education
84 Cluett Drive

GAIL L. PEEK, Ph.D.
Assistant Professor of Political Science
22 John Street

NORMAL R. PETERSEN, JR., Ph.D.
Washington Gladden Professor of Religion
51 Bulkley Street

C. BALLARD PIERCE, Ph.D.
Professor of Physics
164 Woodcock Road

ANSON C. PIPER, Ph.D.
William Dwight Whitney Professor of Romanic Languages
70 Baxter Road

GEORGE PISTORIUS, Ph.D.
Professor of Romanic Languages
54 Cluett Drive

LAWRENCE E. RAAB, M.A.
Assistant Professor of English
139 Bulkley Street

**JOHN F. REICHERT, PH.D.
Professor of English
96 Bulkley Street

JOHN S. RICCI, JR., PH.D.
Associate Professor of Chemistry
32 Bank Street

MICHAEL RINEHART, B.A.
Part-time Lecturer in Art
23 Hoxsey Street

KENNETH C. ROBERTS, JR., PH.D.
Professor of Music
3 Hawthorne Court

MARY ROCHE-GERSTEIN, PH.D.
Assistant Professor of German
124 Cole Avenue

CRIS T. ROOSENRAAD, PH.D.
Lecturer in Mathematics and Acting Dean of the College

KAREN ROSENBERG, M.A., M.PHIL.
Assistant Professor of Russian
107 Southworth Street

RICHARD O. ROUSE, JR., PH.D.
Mary A. and William Wirt Warren Professor of Psychology
85 Harmon Pond Road

FREDERICK RUDOLPH, PH.D.
Mark Hopkins Professor of History and College Marshal
170 Ide Road

T. MICHAEL RUSSO, M.S.
Assistant Professor of Physical Education and Assistant to the Director of Athletics
79 Southworth Street

CARL R. SAMUELSON, M.S.
Assistant Professor of Physical Education and Coordinator of Aquatics
575 Water Street

SHEAFE SATTERTHWAITE, B.A.
Lecturer in Art and Planning Associate in Environmental Studies
P.O. Box 596

JOHN K. SAVACOOL, B.A.
Professor of Romanic Languages
20 Forest Road

MORTON O. SCHAPIRO, PH.D.
Assistant Professor of Economics
45 Stetson Road, Apt. D

*On leave 1980-81
**On sabbatical leave 1980-81
*ROBERT R. SCHNEIDER, PH.D.  
Assistant Professor of Economics  
36 Thomas Street

IRWIN SHAINMAN, M.A., PREMIER PRIX CONSERVATOIRE DE PARIS  
88 Baxter Road

JOHN B. SHEAHAN, PH.D.  
William Brough Professor of Economics  
320 Syndicate Road

L. SEYMOUR SIMCKES, PH.D.  
Visiting Professor of English

MICHAEL A. SIMPSON, M.ED.  
Visiting Instructor in Physical Education  
135 South Street

HELEN F. SIU, PH.D.  
Culpeper Postdoctoral Fellow in the Social Sciences  
663 Main Street

PETER SKAGESTAD, PH.D.  
Assistant Professor of Philosophy  
45 Stetson Road, Apt. F

ANNE R. SKINNER, PH.D.  
Part-time Lecturer in Chemistry  
57 Woodlawn Drive

JAMES F. SKINNER, PH.D.  
Professor of Chemistry  
57 Woodlawn Drive

BARTON E. SLATKO, PH.D.  
Assistant Professor of Biology  
121 Southworth Street

CHARLES O. SLOANE, III, M.A.T.  
Assistant Professor of Physical Education  
Scott Hill Road

KATHRYN E. SLOTT, M.A.  
Visiting Assistant Professor of Romanic Languages  
45 Stetson Road, Apt. H

DAVID C. SMITH, PH.D.  
Assistant Professor of Biology  
1541 Green River Road

DAVID L. SMITH, PH.D.  
Assistant Professor of English  
41 Hoxsey Street

PAUL R. SOLOMON, PH.D.  
Assistant Professor of Psychology  
100 Hoxsey Street

THOMAS T. SPEAR, PH.D.  
Assistant Professor of History, second semester  
23 Lynde Lane

GUILFORD L. SPENCER, II, PH.D.  
Frederick Lathimer Wells Professor of Mathematics  
37 Harwood Street

**JOHN E. STAMBAUGH, PH.D.  
Professor of Classics  
24 Linden Street

LAUREN R. STEVENS, M.A.  
Lecturer in English and Dean of Freshmen  
1192 Main Street

***PATRICK L. STEWART, JR., M.A.  
Assistant Professor of Art  
335 Gale Road

F. ROBERT STIGLICZ, PH.D.  
Assistant Professor of Political Science  
45 Stetson Road, Apt. A

WILLIAM D. STINE, PH.D.  
Visiting Professor of Philosophy, second semester  
80 South Street

*On leave 1980-81
**On sabbatical leave first semester
***On leave first semester
Faculty

**Fred H. Stocking, Ph.D.**  
14 Fairview Street  
Old Bennington, Vt. 05201

*Morris Professor of Rhetoric and Secretary of the Faculty*

**Whitney S. Stoddard, Ph.D.**  
43D Gale Road

*Visiting Professor of Art*

**George B. Tatum, Ph.D.**  
Northwest Hill Road

*Robert Sterling Clark Visiting Professor of Art, second semester*

**Kurt P. Tauber, Ph.D.**  
94 Southworth Street

*Professor of Political Science*

**Allen Taylor, Ph.D.**  
1541 Green River Road

*Assistant Professor of Chemistry*

**Mark C. Taylor, Ph.D.**  
Forest Road

*Associate Professor of Religion*

**David A. Tharp, Ph.D.**  
111 Southworth Street

*Assistant Professor of History*

**Eudora Tharp, M.A.**  
111 Southworth Street

*Part-time Instructor in Chemistry*

**Curtis W. Tong, Ph.D.**  
26 Walden Street

*Acting Chairman, Department of Physical Education, Athletics and Recreation, and Assistant Professor of Physical Education*

**Rosemarie Tong, Ph.D.**  
19 Walden Street

*Assistant Professor of Philosophy*

**Marianna Torgovnick, Ph.D.**  
1443 Green River Road

*Assistant Professor of English*

**Ralph J. Townsend, M.S.**  
81 Gale Road

*Assistant Professor of Physical Education and Director of the Williams Outing Club and Coordinator of Recreation*

**Patricia J. Tracy, Ph.D.**  
1439 Green River Road

*Assistant Professor of History*

**Carl I. Van Duyne, Ph.D.**  
300 Petersburg Road

*Assistant Professor of Economics*

**G. Lawrence Vankin, Ph.D.**  
88 Cole Avenue

*Professor of Biology*

**Laszlo G. Versenyi, Ph.D.**  
674 Main Street

*Professor of Philosophy*

**William G. Wagner, D.Phil. [Oxon]**  
45 Stetson Road, Apt. G

*Assistant Professor of History*

**Robert G. L. Waite, Ph.D.**  
40 Talcott Road

*Brown Professor of History*

**Harold H. Warren, Ph.D.**  
720 Main Street

*Halford R. Clark Professor of Natural Science and Director of the Chemical Laboratory*

**Michael A. Wattleworth, Ph.D.**  
762 Hancock Road

*Assistant Professor of Economics and Director of Graduate Study in Development Economics*
Faculty, Athletic Coaches

Frederick Hadleigh West, Ph.D.
Director of Research in Prehistoric Archeology and Lecturer in Anthropology
102 Ide Road

Lawrence E. Wikander, B.S. in L.S., M.A.
College Librarian
21 Cluett Drive

Rona C. Wilensky, M.Phil.
Assistant Professor of Economics
Stratton Apartments

Robertson C. Williams, Jr., Ph.D.
Assistant Professor of Economics
113 Longview Terrace

Gordon C. Winston, Ph.D.
4 Greylock Village Condominiums
Orrin Sage Professor of Political Economy

Reinhard A. Wobus, Ph.D.
Professor of Geology
20 Grandview Drive

James B. Wood, Ph.D.
Associate Professor of History
7 Chapin Court

Susan L. Woodward, Ph.D.
Assistant Professor of Political Science
51 Stetson Court

Lawrence E. Wright, Ph.D.
Director of the Computer Center, Director of Academic Computing and Lecturer in Mathematics
25 Moorland Street

Patricia S. Yaeger, M.A., M.Phil.
Assistant Professor of English
21 Southworth Street

Jorge Yviricu, Ph.D.
Stetson Road, Apt. J
Visiting Assistant Professor of Romanic Languages, first semester

Steven J. Zottoli, Ph.D.
Assistant Professor of Biology
24 Bank Street

ATHLETIC COACHES

James R. Briggs, B.A.
Junior Varsity Football, Varsity Baseball
231 Sweet Brook Road, P.O. Box 38

Joseph M. Dailey, M.S.
Assistant Varsity Football, Varsity Wrestling
1135 New Ashford Road

Marc R. Ellington, M.Ed.
Freshman Men’s Soccer, Assistant Swimming,
Junior Varsity Men’s Lacrosse
135 South Street

Richard J. Farley, M.Ed.
Men’s Varsity Track, Assistant Varsity Football
23 Thomas Street

Peter K. Farwell, B.A.
Part-time Men’s Varsity and Freshman Cross Country
111 Latham Street

Robert L. Fisher, Jr., M.Ed.
Men’s Varsity Skiing, Women’s Varsity Cross Country
805 Henderson Road

Rudy Goff
Part-time Golf
139 Stone Hill Road

*On leave 1980-81
Athletic Coaches

GARY J. GUERIN, B.S., R.P.T.  Prospect House, P.O. Box 395
Physical Therapist/Trainer

SUSAN T. HUDSON-HAMBLIN, B.S.  84 Cluett Drive
Women's Varsity Basketball, Women's Volleyball and Track

RENZIE W. LAMB, B.S.  34 Jerome Drive
Assistant Football, Women's Varsity Squash, Men's Varsity Lacrosse

CHRISTINE LARSON, B.S.  45 Stetson Road, Apt. B
Varsity and Junior Varsity Field Hockey,
Women's Varsity and Junior Varsity Lacrosse

GEORGE MARCUS, Ph.D.  41 Bingham Street, P.O. Box 595
Part-time Women's Crew

RALPH C. MASON, B.A.  32 Cluett Drive
Assistant Men's Hockey

WILLIAM E. MCCORMICK, M.A.  15 Forest Road
Men's Varsity Hockey

ROBERT H. ODELL, B.A.  Varsity Football

LESSIE J. ORTON, B.A.  84 Cluett Drive
Women's Varsity Soccer, Women's Varsity Skiing,
Assistant Women's Varsity and Junior Varsity Lacrosse

CARMEN PALLADINO, B.A.  64 A Park Street
Assistant Varsity Football, Assistant Men's Varsity Track

*ROBERT R. PECK, ED.D.  Cluett Drive
Men's Freshman Basketball

JOHN PEINERT, B.A.  R.D. #1, Eagle Bridge, N.Y. 12057
Part-time Men's Crew

T. MICHAEL RUSSO, M.S.  79 Southworth Street
Men's Varsity Soccer

CARL R. SAMUELSON, M.S.  575 Water Street
Men's and Women's Varsity Swimming

MICHAEL A. SIMPSON, M.Ed.  135 South Street
Assistant Football, Assistant Men's Basketball,
Assistant Women's Track

CHARLES O. SLOANE, M.A.T.  39 Scott Hill Road
Men's Varsity and Freshman Tennis,
Men's Varsity and Freshman Squash
Women's Varsity and Junior Varsity Tennis

RONALD A. STANT  1270 North Hoosac Road
Trainer

CURTIS W. TONG, PH.D.  26 Walden Street
Men's Varsity Basketball

*On Leave 1980-81
LIBRARIES

Sawyer Library

LAWRENCE E. WIKANDER, B.S. in L.S., M.A.
College Librarian

ELIZABETH B. SCHERR, B.S. in L.S.
Assistant College Librarian

LEE B. DALZELL, M.S.
Assistant Reference Librarian

NANCY E. HANSSEN, M.L.S.
Documents Librarian

SARAH C. MCFARLAND, M.L.S.
Reference Librarian

MARIE PISTORIUS, D.IPL. IN L.S. (Prague)
Cert. UFOD (Paris)
Catalog Librarian

BARBARA A. PRENTICE, M.L.S.
Serials Librarian

STEPHANIE A. SMITH, M.S., L.S.
Cataloger

DIANA A. VERSENYI, M.L.S.
Cataloger

NANCY N. CLARK
Library Assistant—Serials

SUSAN A. HAJDAS, B.A.
Stack Supervisor

JO-ANN IRACE
Circulation Supervisor

MARtha RILEY JOHNSOn, M.A.
Library Assistant-Williamsiana

Judy J. Jones
Reserve Supervisor

Chapin Library

ROBERT L. VOLZ, M.A.L.S.
Custodian of the Chapin Library
FACULTY — STUDENT COMMITTEES 1979-80


Chapin Library: Jay M. Pasachoff, Chairman, Craig A. Dennis, Anne Margolis, Lawrence E. Wikander*, Robert L. Volz*.

Computer Services: David A. Booth, Chairman, William T. Fox, Bruce Kieffer, George E. Marcus, A. Mead Over, Jr., George C. Howard*, Cris T. Roosenraad*, Lawrence E. Wright*, David L. Levison ’82, John B. McDowell ’80.


Honor System-Discipline: Anson C. Piper, Chairman, Charles B. Dew†, Chairman, Phebe Cramer, Gail L. Peek, John S. Ricci, Jr. †, Guilford L. Spencer II, Patrick L. Stewart, Jr. †, Harold H. Warren †, Daniel O’Connor*, Eric C. Bjornlund ’80 †, Margaret W. Greer ’82 †, Gregory L. Hall ’83 †, Meredith L. McGill ’83 †, Jeffrey A. Menzer ’82 †, Katherine A. Phillips ’80 †, David J. Sorkin ’81 †.

Honorary Degree: J. Hodge Markgraf, Frederick Rudolph, John B. Sheahan, Elizabeth A. Geismar ’80, Kathy N. Seward ’80, Raymond R. Wang ’80.

*Ex-officio
†Honor System Subcommittee
Faculty – Student Committees

Lecture: Robert Jackall, Chairman, Edward A. Epping, William C. Grant, Jr., Lawrence S. Graver, Patricia Clark ’80, Peter B. Cote ’81, Susan I. Williams ’81, Peter A. Winn ’80.


Pre-Medical: James F. Skinner, Chairman, Edson M. Chick, William C. Grant, Jr., Jay M. Pasachoff, Rosemarie Tong.


Steering: Kim B. Bruce, Chairman, Peter Berek, Peter K. Frost, Michael S. McPherson, James F. Skinner, Marianna Torgovnick.

Student Activities/College Council Finance: Dean W. Chandler, Irwin Shainman, Linda D. Wilkins, Shane E. Riorden*, Scott G. Blair ’80, Timothy H. Kenefick ’80, Russell C. Platt ’82.


*Ex-officio
SPECIAL FACULTY ADVISERS 1980-81

Architecture: H. Lee Hirsche, Whitney S. Stoddard
Armed Services: Henry N. Flynt, Jr.
Business Schools and Business Opportunities: Fatma Kassamali
Federally Funded Faculty Fellowships (NSF, NEH, Fulbright, NIMH, etc.):
  Judith Allen
Ford Foundation, Guggenheim, and Other Faculty Fellowships: Francis C. Oakley
Foreign Students at Williams: Dorothea R. Hanson
Fulbright Predoctoral Grants: Antonio Giménez
Law Schools: Michael Henderson and Office of Career Counseling
Luce Fellowship: Office of the Dean
Engineering: C. Pierce Ballard
Medical Schools: James F. Skinner
Ministry and Social Service: Jane and Michael Henderson
ACTION (VISTA and Peace Corps): Office of Career Counseling
Public and Foreign Service: Fred Greene
Rhodes, Marshall Scholarships: William G. Wagner
Study Abroad Programs: Nancy J. McIntire
Teaching, M.A.T. Programs: Barbara-Jan Wilson
Watson Traveling Fellowship: Nancy J. McIntire
Williams College Prizes and Fellowships: Henry N. Flynt, Jr.
OFFICERS OF ADMINISTRATION 1980-81

Office of the President
JOHN W. CHANDLER, Ph.D., LL.D., L.H.D., President
JUDITH ALLEN, M.Ed., Assistant to the President
DOROTHY H. KIRKPATRICK, Secretary to the President

Office of the Provost
J. HODGE MARKGRAF, Ph.D., Provost
DAVID A. BOOTH, M.A., Associate Provost and Director of Data Systems
LAWRENCE E. WRIGHT, Ph.D., Director of the Computer Center and Director of Academic Computing

Office of the Dean of the Faculty
FRANCIS C. OAKLEY, Ph.D., Dean of the Faculty

Office of the Dean of the College
*DAVID D. O'CONNOR, Ph.D., Dean of the College
CRIS T. ROOSENRAAD, Ph.D., Acting Dean of the College
LAUREN R. STEVENS, M.A., Dean of Freshmen
NANCY J. MCINTIRE, M.A.T., Associate Dean
KATHLEEN V. MCNALLY, Ph.D., Assistant Dean
ROBIN L. ELLETT, B.A., Assistant to the Dean
RANSOM H. JENKS, JR., A.S., Director of College Security

Office of the Treasurer
JOSEPH A. KERSHAW, Ph.D., Acting Vice President for Administration and Treasurer
SHANE E. RIORDEN, J.D., Business Manager
PHYLIS D. WILES, Comptroller
MARGUERITE GUIDEN, Director of Payroll
KARIN S. BROSNAHAN, B.A., Director of Personnel

Office of the Registrar
GEORGE C. HOWARD, LL.B., M.A., Registrar
CATHERINE E. WINN, Assistant Registrar

Office of Admissions
PHILIP F. SMITH, M.A.T., Director of Admissions
FREDERICK C. COPELAND, Ph.D., Part-time Associate in Admissions
STEPHEN M. M. CHRISTAKOS, B.A., Assistant Director of Admissions
KAREN S. FISHER, M.A., Assistant Director of Admissions
ARTHUR H. NAPIER, III, M.A., Assistant Director of Admissions
THOMAS H. PARKER, M.A.T., Assistant Director of Admissions

Officers of Administration

Office of Financial Aid
PHILIP G. WICK, B.A., Director of Financial Aid
HENRY N. FLYNT, Jr., B.A., Associate Dean for Financial Aid

Office of Career Counseling
BARBARA-JAN WILSON, M.A., Director
FATMA KASSAMALI, M.S., Assistant Director

Office of the Chaplain
JANE GEFFKEN HENDERSON, M. Div., Chaplain
MICHAEL L. C. HENDERSON, LL.B., S.T.B., Chaplain

Office of Health
ROBERT A. GOODELL, JR., M.D., Director of Health
ROBERT K. DAVIS, M.D., Physician
JAMES T. CORKINS, M.D., Associate Physician
THOMAS HYDE, M.D., Associate Physician
ERWIN A. STUEBNER, JR., M.D., Associate Physician
MICHAEL F. SUSSMAN, M.D., Associate Physician
ARTHUR E. ELLISON, M.D., Orthopedic Surgeon
HARRY D. WILSON, JR., M.D., Gynecologist
EUGENE TALBOT, PH.D., Clinical Psychologist
BARBARA E. JOSLYN, M.A., Psychiatric Social Worker

Office of Athletics
*ROBERT R. PECK, ED.D., Director of Athletics
CURTIS W. TONG, PH.D., Acting Director of Athletics

Food Services
ROSS KELLER, B.S., Director of Food Services
JAMES W. HODGKINS, B.S., Assistant Director of Food Services

Alumni Office
R. CRAGIN LEWIS, B.A., Director of Alumni Relations
THOMAS W. BLEEZARDE, B.S., Editor of Alumni Publications
JAMES R. BALDWIN, B.A., Director of Annual Giving and Assistant Director of Alumni Relations
JAMES R. BRIGGS, B.A., Director of Parents Fund

Office of Buildings and Grounds
PETER P. WELANETZ, B.S., P.E., Director of Physical Plant
WINTHROP M. WASENAR, M.S., P.E., Assistant Director of Physical Plant

## Officers of Administration

**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. Iacuesta, General Foreman**  
Latham Street

### Office of Development

**Willard D. Dickerson, B.A., Executive Director of Development**  
Jesp Hall

**John S. Pritchard, B.A., Director of Development**  
Jesp Hall

**Russell F. Carpenter, B.A., Associate Director of Development**  
Jesp Hall

**William C. Alden, B.A., Associate Director of Development**  
Jesp Hall

### Office of Public Information

**Raymond C. Boyer, M.A., Director of Public Information**  
Jesp Hall

**Adams Memorial Theatre**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Jean-Bernard Bucky, M.F.A.</td>
<td>Adams Memorial Theatre</td>
</tr>
<tr>
<td>Acting Director</td>
<td>Fred H. Stocking</td>
<td>Adams Memorial Theatre</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Jill C. Nassivera, M.F.A.</td>
<td>Adams Memorial Theatre</td>
</tr>
<tr>
<td>Technical Director</td>
<td>William T. Groener, M.A.</td>
<td>Adams Memorial Theatre</td>
</tr>
<tr>
<td>Costumer</td>
<td>Bruce H. Goodrich, M.F.A.</td>
<td>Adams Memorial Theatre</td>
</tr>
</tbody>
</table>

### The Center for Development Economics

**Paul G. Clark, Ph.D., Chairman of the Center for Development Economics**  
Fernald House

**Michael A. Wattleworth, M.A., Director of Graduate Study in Development Economics**  
Fernald House

**Michael S. McPherson, Ph.D., Director of Research in Development Economics**  
Fernald House

**Rita Dillon, B.A., Assistant to the Chairman**  
Center for Development Economics

### The Center for Environmental Studies

**Thomas C. Jorling, LL.B., M.S., Director**  
Kellogg House

**Henry W. Art, Ph.D., Assistant Director**  
Kellogg House

**Sheafe Satterthwaite, B.A., Planning Associate in Environmental Studies**  
Kellogg House

**Nancy E. Hanssen, M.L.S., Environmental Librarian, Part-time**  
Kellogg House

### Conference Office

**Shirley Stanton, B.A., Director**  
Stetson Hall

### Weston Language Center

**Dorothea R. Hanson, B.A., Coordinator**  
Weston Language Center

*On Leave, 1980-81.*
Officers of Administration

Williams College Museum of Art
THOMAS KRENS, M.A., Director

OFFICERS OF ADMINISTRATION, EMERITI

President, Emeritus

CHARLES A. FoeHL, JR., J.D., Vice President for
Administration and Treasurer, Emeritus

JOHN P. ENGLISH, M.B.A., Secretary of the Society of
Alumni and Director of Public Information, Emeritus

FREDERICK C. CopeLAND, PH.D.
Dean of Admissions, Emeritus

FRANCIS H. DEWEY, 3RD., B.A., Vice President
for Administration and Treasurer

Boca Grande, Florida
East Orleans, Mass.
Williamstown, Mass.
Holden, Mass.
DEGREES CONFERRED OCTOBER, 1979

Kurt Douglas Anderson
Patricia Ann McElrath
Walter Charles Ogier

DEGREES CONFERRED JUNE, 1980

Bachelor of Arts

Elizabeth Larcom Abbot
Philip Jeffrey Abercrombie
Susan Elizabeth Ada
Philip Vangjel Adams
Cari-Esta Albert
Janet Allaire
Nancy Anne Amerio
James David Amlieke
L. Lee Ash
Bonnie Lynne Augustus
Julia Marie Ayala
Robert Elliott Baker, with Honors in Theatre
William Virgil Ballew, III
Michael Seeligson Battey
Thomas Arthur Beckett, with Honors in Biology
William Joseph Beckett
Warna Elizabeth Bellamy
Malinda MacQueen Bergamini
Julie Bea Bermant, with Honors in Political Science
Karin Margaret Best
Scott Gillis Blair
Vanessa Arnthia Blow, with Honors in Biology
Barbara Brewster Bonner, with Honors in Biology
Edward Peter Bousa
Sharon Allison Bowie
Jeanne Maria Boyle
Sally Ann Breckenridge
Sally L. Brown
Robyn Lyn Bryant
Lucy Head Buchen
Keith Stephenson Bunnell

Mary Fowler Burchell
Susan Trowbridge Cadwell
John Francis Carey
Joseph Arnold Carrese
Marlies Ann Carruth
Benjamin Whaley Cart
Nicholas William Carter
Stephen McConnell Case
Charles Patrick Cercone
Moi Moi Chan
Raymond Chan, with Honors in Astronomy/Physics
Daniel Knowlton Chapman, with Honors in Political Science
Andrew Carrington Chase
Rebecca Ann Chase
Florence Twombly Childs
Jinjae Chyun
Leonard Clark, Jr.
Patriaia Clark
Chantal Claire Cleland
Sandra Victoria Cochrane
Matthew Harris Cole
Stephen Mark Colella
Linda Ann Collins
Andrea Lynne Colnes
Carol Sue Conley
Anita Paralee Cook
Jeffrey Emil Coombs
Michele Jennifer Corbeil
David Paul Corcoran
Stuart Ralph Coulter
Robert Nelson Cowin
Michael John Curran
William Scott Cutler
Elizabeth Hornor Cutter
Degrees Conferred

Kristin Louise Dahl
Nina Elsbeth Davenport
Steven Alan Davidson
Alicia Elena Delphin
Lisa Elaine Delisle
James Louis DeSimone
Jefferson Haley Dickey
Jill Arlene Dougherty
Richard Ernest Doughty
Dennis Francis Doyon, with Honors in Political Science
Jonathan Mayer Drucker
Monica Lauren Alexandra Dubnick
Jeanne Marie Dugan
Monica Jeanne Dumouchel
Jeffrey Edwards Dunn
Diana Lynn Du Rivage
Carolyn Marie Dye
Cameron Eldred, with Honors in History
Linda Lee Eldridge
James Robert Ericson
Peter Steven Ernst, with Honors in Chemistry
Arthur Howell Eskew
Wendelin Jean Evans
Lonnie Ray Farmer
John Franklin Feltch
Wade Roger Ferr
Brooks Warren Fisher, with Highest Honors in English
Joseph Patrick Flaherty
Dennis Patrick Flynn
Lori Louise Fritts, with Honors in Biology
David Wayne Furlow, with Highest Honors in American Civilization
Christopher John Gallo
Russell Orin Gee, Jr.
Elisabeth Allen Geismar
Susan Jane Gentile
Pamela Renee George
Douglas Joseph Gill
Charles Frederick Gledhill
John Michael Glynn, Jr.
James Patrick Goff
Jane White Golay

Jane Ellen Goldfarb, with Honors in English
Peter Bron Goldstein
William John Gonzalez
John Barnes Goodrich
Paul Daniel Goren
Monica Carol Grady
Edward Sloane Graff, III
Francis Richard Groeters, with Honors in Biology
James Stuart Grossman
Elizabeth Tyler Halsted
Beth Ann Hamner
Cindy Leah Hansen
David James Hansen
Colin Kinson Hart
Peter Francis Harty, with Honors in Political Science
Robert Staniford Hatch
Ronald Francis Hayden
Elizabeth Virginia Hayes
E. Carolyn Haynes, with Honors in Art
John Reed Hebble
Leslie Heerman, with Highest Honors in Art
Thomas Tolman Helde, Jr.
Robert Michael Herbert
James Marshall Hicks, Jr.
Michael Oliver Hill
Augustin John Hinkson
Charles Leo Hirsch
Ronald Hilton Hodges
James David Holmes
Mark Mitchell Homnack
Edward Joseph Howley
Robert Burr Hubbell
Gail Jordan Hupfer
Ruth Katherine Hutton
Jane Barbara Ingalls
Lauren Reeve Ingersoll
Margaret Florence Jagdeo
Tina Louise Jamnback
Kimberly Ann Jenkins
Glenn Johnson
Seth Charles Johnson
Julie Marcia Kane
Degrees Conferred

Manouri Shyamela Kannangara
Thomas Patrick Keelan
Betty Jane Keller
Thomas Lawrence Keller
Kathleen Ann Kelliher
Andrew William Kelly
Lisa Dunreith Kelly
Celia Marin Kent
Scott Winslow Ketcham
Bruce Keith Kneuer
Julie Gissel Kosarin
Andrew Everett Allen Krakauer
Susan Diane Kraus
John Joseph Krupczak, Jr.
Camron Rix Kuelthau
Junko Kusama
Paul Edward Kwientniak
Susan Elizabeth Laidlaw
Bernard Bell Lane, Jr.
Timothy James Langella
John Paul LaRose
Constance Alden Leach
Stephen Anderson Leaf
Nicholas Englund Lefferts
James Edward Leibold, Jr., with Honors in History
Bruce Edward Lemoine
Stephen Francis Leous
Edward Harry Lewis
John Arthur Lindquist, III
Clinton James Loftman
Jocelyn Lea Low, with Honors in Music
Jennifer Evan MacIntyre
Michael David Mahana
John Colyer Maier
Allison Donna Mann
Lisa Owen Marder
Paulette Rose Marie
Debra Marie Martindale
David Russell Massucco
Michael Eric Mathieu
Gary Frederick McAleenan
Vanessa D. McCoy
John Phillip McGovern
Nancy Marie McManus
Ruth Elizabeth McNally
Elizabeth Marie McNerney
Joseph Baer Mellicker
Sarah Jose Mersereau
Blythe Frances Sayre Miller
Peter John Miller, with Honors in Astronomy/Physics
Wallace Thomas Miller, Jr., with Honors in Chemistry
Edward Low Mills, with Honors in Mathematics
Pierre Christoph Moeller
David Warren Monnich
John Carroll Moore
Thomas Clifford Morell
Michael James Moulton
Dana Mulvany
Brian Joseph Murphy
Craig Timothy Murphy
Patricia Jeanne Murray
Jeffrey Parnell Nelligan
Jonathan Peter Nemser
Joan Thompson Neuhaus
Gregory Jeremiah Neville, with Honors in Political Economy
Carol Susan Newcomb
Judith Anna Nitchie
Nicholas Blancke Noyes
Gus Peter Nuzzolese
Ann Worth Obarrender
Kathleen Frances O'Reilly
Douglas Alexander Orr
Leslie Anne Osborne
Charles Folger Oudin, III
John Schooler Palmer
Pamela Jean Partridge
Keith Alan Passaretti
Carlos Peay, III
Daniel Abbott Pettengill, III
David Christopher Phalen
Katherine Ann Phillips
Denise Ann Plantier
Peter Randolph Platt
Brian Cooper Plitt, with Highest Honors in Political Economy
Robert Andrea Pollini
Rachel McWilliams Potter
Roger Mihran Prévôt
Degrees Conferred

Debra Anne Prybyla
Dena Louise Randolph
Robert Lawrence Rauch, Jr.
Christopher Westbrook Read
Peter Michael Ripley
Dennis Del Rood
James Richard Rooney
George Torrey Rossetter
Robert Mark Safford
Timothy Charles Sager
Clare Bradley Savage
Brian Russell Scarfone
Jennifer Margaret Scarlett, with Honors in Political Science
Mark Kenwill Schmidt
Martijn Herman Schouten
Ralph Christian Schroeder
Robert Tad Seder
Kathy Nadine Seward
Lee Elizabeth Shackelford
Craig Harmon Shaver, III
Carol Louise Shaw
Elizabeth Lloyd Shorb, with Honors in English
Jill Lindsay Simon
Matthew Charles Sizing
Joseph Henry Skerry, III
Anne Martense Sneath
Mary Ann Sondrini
Jonathan Alan Spound
William Whitney Sprague
Robert William Staiger, with Highest Honors in Economics
Peter Henry Stark
David Dykeman Sterling
Thomas Asbury Stone
Andrew Bruce Straka
John Wayne Straka
Daniel Joseph Sullivan
Tai Hean Kiat
Julia Means Talcott
Taro Tanaka
Trudie Elizabeth ten Broeke
Paul Gordon Thomas, with Honors in Political Science
John King Thurner
Charles Wheeler Thurston
Frederic Georges Rene Thys
Carl Justin Tippit
Daniel Parker Towle
Van Rensselaer Townsend
John Edwin Trapp
Paul Gregory Tratnyek
Carolyn Mary Vande Wiele, with Honors in Biology
Nancy Harrison Van Duyne
Carita Waldo Vitzthum, with Honors in Spanish
Vivian Frances Vives
Daniel von Allmen
Barbara von Euler
Susan Wheeler Duff von Moschzisker
Mark David Walch
Mark Elliott Walden, with Honors in Biology
Michael Hamlow Walker, with Honors in Economics
Darrell Young Wallace
John James Wallace
Thomas Stephen Walsh
Frederick Earl Walter, III
Lesley Ann Wang, with Honors in Sociology
Margaret Trowbridge Washburne
Jeanne Yerkes Weeks
Richard Alan Weiss, with Honors in Music
Gerald Grant Wellesley
Ruth Hawkins Wells
Kate Boyd Wheeler
Mark Hagan White
Tracy Ann White
William James Wickwire
George Rivers Wilbanks
Tobin Hart Williams
Cynthia Anne Willoughby
Thomas Henry Wilson, III
Kathanne Elizabeth Wray
Charles Edward Wuest
Daniel Barker Wyman
Cora Germaine Yang
Steven David Yavner
David Fisher Young
Bachelor of Arts, Cum Laude

*Cathryn Clement Allen
*Stephen Abram Alpert
*Russell Dean Anderson
*Amy Alexandra Apperson
*Jennifer Ann Armstrong
Oliver Davis Avens, with Highest Honors in Political Science
*Brian Pieter Avery
*Gregory Milton Avis
William Robert Baldiga
Melinda-Carol Ballou, with Honors in Music
Lisa Ann Barker, with Honors in Biology
Thomas Shepard Beard
David Judson Beardsley, with Highest Honors in Chemistry
*Carl Frederick Bigler
*Marcellus Blount, with Highest Honors in Afro-American Studies and Honors in English
John Walter Brooks
*Jonathan George Brougham
Nancy Jean Caïne
Toni Louise Ceckler, with Highest Honors in Chemistry
Maryann Christoforo
*Andrew Edward Clark
*Jill Elizabeth Darken
James Patrick Daubert
*Linda Susan Davis
Mary Elizabeth Denton, with Honors in Chemistry
*Karen Marie Dold
Martha Andrews Donovan
Margaret Duesenberry, with Honors in Music
*Ann Oakland
Susan Elizabeth Earle
*Warren Lyon Feldman
*Peter Joel Filkins
*Eugene Freeman Foley

*Saxton Gordon Freymann, with Highest Honors in Art
*Jonathan Forrest Garber
*John Richard Goodell
Paul Christian Graffagnino
Jeffrey Scott Graham
*Cyane Williams Gresham
*Stephen Elihu Hall
*Linda Jane Hansell
*Janet Harvey, with Highest Honors in English
Ann Marie Hollenbach
Wiliam John Hurlin, with Honors in Physics
William Gregory Hurst
Jonathan Victor Jacobson
*George Bruce Janson
†*Ann Marlene Jirkovsky, with Honors in Psychology
*Thomas Arthur Johnson
Sewon Kang
*Laura Carol Katz
*Susan Blakeley Klein
*Suzanne Caroline Kluss
*Heather Anne Laird, with Honors in Psychology
Laurie Elizabeth Lambert
Amelia Ann Langston, with Honors in Chemistry
*Elizabeth MacLean Laurent, with Highest Honors in Art
Susan Mary Leary
*Kate Winton Leslie
Matthew John Lewis
Edward Mark Lubell
*Elizabeth Morgan Lyne
Barbara Lyons
Amy Anne Marasco
*Philippe André Masser
*Laurie Nell Mayers
*Elizabeth Ann McGean
*Melissa Ann McMahon, with Honors in Psychology
Julia Lee McNamee
†Melissa Blake Mechem, with Highest Honors in Psychology
Degrees Conferred

*Jaya Indu Mehta
*Elizabeth Cooper Meyer
*Paul Rodman Miller, with Honors in Political Science
Bartholomew Joseph Mitchell, III, with Honors in Political Economy
Sarah Chase Mollman
Jeffrey Arnold Nathanson
Edward Raymond Neaheer, Jr., with Honors in Economics
*Colin Mathew Neenan, with Honors in English
*Nancy Lynne Nichols
*Nancy Ann Novak
*Bernard Eugene Oakley
*Warren Scott Pear, with Honors in Economics
*Steven Peter Pecorini, with Honors in Economics
Robert George Pickel
*Pano George Pliotis
*Sandra Jyll Polin
*Patricia Catherine Reilly
*Philip Roesing Rice
*Charles Edward Richards
Nancy Elizabeth Richman, with Honors in American Civilization
Paul Martin Robinson
*Elizabeth Harding Roessel
John Gregory Roux
Todd Anthony Rowe
Mary Lou Ruch
*Eric Peter Scheye, with Honors in Contract Major
*Kathleen Marie Schwarz
Thomas Mathiasen Selden
†*Richard Emanuel Seroussi, with Highest Honors in Physics
†Brian Charles Shiro, with Highest Honors in Biology
*Dwight Dudley Sipprelle
*Jeffrey Merrill Smith, with Honors in Philosophy
David Benson Srere
*James Robert Stone

*Gwen Alice Sullivan, with Highest Honors in English
*Brooks McKeever Tanner
David Kevin Robb Thomson, with Honors in Chemistry
Andrea Vail
*Elizabeth Burch Varley
*Janet Mary Wagner
Rebecca Saunders Webber
†*John Wilson Welty, with Honors in Geology
*Louisa Livingston Willcox, with Highest Honors in Environmental Studies
*Pierre Chung Wong
*Elizabeth Swan Wood
†*William John Zaks, with Highest Honors in Chemistry

Bachelor of Arts, Magna Cum Laude

†*Sarah Mary Assman, with Highest Honors in Biology
*Michael Jameson Behrman, with Honors in Mathematics
*Donald Scott Bell
*Eric Chapman Bjornlund
*Stephen Malcolm Bowers
*Carolyn Mason Brown
*Nancy Louise Burton
*William Anthony Clark, with Highest Honors in History
*Heather Hall Dayton
*Raymond Thomas DeMeo, Jr., with Honors in English
*Milton Milutin Djuric, with Highest Honors in English
*Vivian Packard Dorsel
†*John Stuart Duffield, with Highest Honors in Physics
*Ann Elizabeth Flocken, with Highest Honors in English
*John Robert Gasperini
*Richard Evans Gentry, Jr.
*Jonathan Acton Hammond, Jr.
*Elizabeth Louise Hohmann
*William Davidson Hutton

*Elected to Phi Beta Kappa
†Elected an Associate Member of Sigma Xi
Degrees Conferred

*Wendy Wickes Jacob
*Christopher Packard Jenkins
*Timothy Hugh Kenefick, with Honors in Psychology
*Toni King
*Jeffrey David Kovar
*Mark Lanier, with Highest Honors in English
*Scott Lankford
*John Anthony Libertine, Jr., with Honors in Mathematics
*Wayne Conrad Liles, Jr., with Highest Honors in Chemistry
*William Albert Lohrer
*Leslie Stewart Massad, Jr.
†*Linda Kay Matson, with Highest Honors in Biology
*John Baptie McDowell
*Kathryn Lee McKay
*Charles Reid Merzbacher
†*Hans Christoph Oettgen, with Highest Honors in Chemistry
*Steven Bruce Rebarber
*Marko Cyril Remec
*Janet Overholt Robinson
*Robert David Rubin
*Stephen Reginald St. Clair
*Larry Wayman Sisson, Jr.
*Carleton Drew Tait, with Highest Honors in Chemistry
*Richard Miles Tardiff
*Bryan Donovan Volpp
*Karen Sue Walker, with Honors in History
*Raymond Randall Wang
*Ira Alan Weinstock
*David Winston Wilcox
*Peter Angus Winn, with Honors in History of Ideas

Bachelor of Arts, Summa Cum Laude

*Frederic Glenn Barr, with Highest Honors in Chemistry

*Ronald Scott Black
*Mark Joseph Cerbone, with Highest Honors in Psychology
*Steven Frederick Kruger, with Highest Honors in English
*Garrick Hillman Leonard
†*Curtis Tracy McMullen, with Highest Honors in Mathematics
*Nancy Anne Rhein
*Rebecca Hamilton Smith

Master of Arts in Development Economics

Joshua Oladele Awoleke, Nigeria
Gino Antonio Caicedo Urresta, Ecuador
Agnes Punzalan Catapang, Philippines
Md. Rashed Chowdhury, Bangladesh
Jesús Esteban Macías, Mexico
Abdalla Tawfik Gergis, Egypt
Punchi Bandara Jayasundera, Sri Lanka
Kuchimwa Juma Jurango, Tanzania
Kim Yun Kwang, Korea
Wilson Kariuki Kinyua, Kenya
Mike Yard Laiser, Tanzania
Nazma Latif, Bangladesh
Ajaz Muhiauddin, Pakistan
Othman Baba, Malaysia
Maria Eugenia Pérez Castaño, Mexico
Champak Prasad Pokharel, Nepal
Flavia Josefina Rodríguez T., Dominican Republic
Mohd. Rusli Bin Haji Hussein, Malaysia
Reynaldo Joaquin Sermonia, Philippines
Netnarumon Sirimonththon, Thailand
Josefina Valenzuela Cervantes, Mexico

*Elected to Phi Beta Kappa
†Elected an Associate Member of Sigma Xi
Degrees Conferred

Master of Arts

Christine Lang Bartolo
Cheryl Ann Brutvan
Edward Adams Hawkins
Paula Constance Koromilas
Martha Ann Krom
David James Martocci
Vivian Lise Patterson
Christine Bauer Podmaniczky

HONORARY DEGREES CONFERRED
Convocation, September, 1979

Henry Brandon
Jacob K. Javits
Winston Lord
Matthew Nimetz, 1960
Leonard Unger

Helen Caldicott
Helen Frankenthaler

Helen Caldicott                D.Sc.
Helen Frankenthaler           D.F.A.
Donald Kennedy                D.Sc.
Jean Sutherland Boggs         Litt.D.
Soedjatmoko                   L.L.D.
Keith Broadwell Griffin, 1960  Litt.D.
Quett Ketumile Johnny Masire   L.L.D.

CONFERRED
Commencement, June, 1980

‡Samuel H. Kress Foundation Fellow
ENROLLMENT

BY CLASSES, SEPTEMBER 1979

Graduate Students ................................................................. 43  
Seniors ............................................................................... 496 
Juniors ............................................................................... 478 
Sophomores ........................................................................ 504 
Freshmen ............................................................................ 491  
Total .................................................................................. 2012

BY CLASSES, FEBRUARY 1980

Graduate Students ................................................................. 42  
Seniors ............................................................................... 497 
Juniors ............................................................................... 476 
Sophomores ........................................................................ 497 
Freshmen ............................................................................ 491  
Total .................................................................................. 2003

GEOGRAPHICAL DISTRIBUTION

Alabama ........................................................................... 4  
Alaska .............................................................................. 2  
Arizona ............................................................................ 4  
Arkansas .......................................................................... 0  
California ........................................................................ 77  
Colorado ........................................................................ 14  
Connecticut ..................................................................... 186  
Delaware ........................................................................... 6  
District of Columbia .......................................................... 22  
Florida ........................................................................... 22  
Georgia ........................................................................... 9  
Hawaii ............................................................................ 3  
Idaho ............................................................................... 4  
Illinois ............................................................................ 76  
Indiana ............................................................................ 5  
Iowa ............................................................................... 3  
Kansas ............................................................................ 7  
Kentucky ......................................................................... 7  
Louisiana .......................................................................... 4  
Maine .............................................................................. 43  
Maryland ........................................................................ 51  
Massachusetts .................................................................. 379  
Michigan ......................................................................... 35  
Minnesota ........................................................................ 26  
Mississippi ....................................................................... 1  
Missouri ........................................................................... 22
## Enrollment

<table>
<thead>
<tr>
<th>State</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>2</td>
</tr>
<tr>
<td>Nebraska</td>
<td>6</td>
</tr>
<tr>
<td>Nevada</td>
<td>0</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>27</td>
</tr>
<tr>
<td>New Jersey</td>
<td>124</td>
</tr>
<tr>
<td>New Mexico</td>
<td>3</td>
</tr>
<tr>
<td>New York</td>
<td>438</td>
</tr>
<tr>
<td>North Carolina</td>
<td>11</td>
</tr>
<tr>
<td>Ohio</td>
<td>81</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>13</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>86</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>18</td>
</tr>
<tr>
<td>South Carolina</td>
<td>2</td>
</tr>
<tr>
<td>Tennessee</td>
<td>9</td>
</tr>
<tr>
<td>Texas</td>
<td>24</td>
</tr>
<tr>
<td>Utah</td>
<td>1</td>
</tr>
<tr>
<td>Vermont</td>
<td>46</td>
</tr>
<tr>
<td>Virginia</td>
<td>46</td>
</tr>
<tr>
<td>Washington</td>
<td>19</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>10</td>
</tr>
<tr>
<td>Wyoming</td>
<td>2</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>2</td>
</tr>
<tr>
<td>Bermuda</td>
<td>5</td>
</tr>
<tr>
<td>Brazil</td>
<td>3</td>
</tr>
<tr>
<td>Canada</td>
<td>11</td>
</tr>
<tr>
<td>Colombia</td>
<td>2</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>1</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>Egypt</td>
<td>1</td>
</tr>
<tr>
<td>England</td>
<td>6</td>
</tr>
<tr>
<td>France</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>2</td>
</tr>
<tr>
<td>Ghana</td>
<td>1</td>
</tr>
<tr>
<td>Greece</td>
<td>1</td>
</tr>
<tr>
<td>Holland</td>
<td>1</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>3</td>
</tr>
<tr>
<td>Iran</td>
<td>3</td>
</tr>
<tr>
<td>Italy</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>2</td>
</tr>
<tr>
<td>Kenya</td>
<td>1</td>
</tr>
<tr>
<td>Korea</td>
<td>2</td>
</tr>
<tr>
<td>Malaysia</td>
<td>5</td>
</tr>
<tr>
<td>Country</td>
<td>Count</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Mauritius</td>
<td>2</td>
</tr>
<tr>
<td>Mexico</td>
<td>3</td>
</tr>
<tr>
<td>Monaco</td>
<td>1</td>
</tr>
<tr>
<td>Nepal</td>
<td>1</td>
</tr>
<tr>
<td>Netherlands</td>
<td>1</td>
</tr>
<tr>
<td>Nigeria</td>
<td>1</td>
</tr>
<tr>
<td>Pakistan</td>
<td>2</td>
</tr>
<tr>
<td>Philippines</td>
<td>3</td>
</tr>
<tr>
<td>Singapore</td>
<td>1</td>
</tr>
<tr>
<td>Spain</td>
<td>1</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>3</td>
</tr>
<tr>
<td>Switzerland</td>
<td>4</td>
</tr>
<tr>
<td>Tanzania</td>
<td>2</td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
</tr>
<tr>
<td>Virgin Islands</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2064</td>
</tr>
</tbody>
</table>

In recent years, 80% of the students in an entering class has graduated from Williams within four years, 90% within five years, and 93% within eight years.
FELLOWSHIPS AND PRIZES

Fellowships for Graduate Study Awarded in 1979-80

HORACE F. CLARK FELLOWSHIP. Eric C. Bjornlund '80, Philip R. Rice '80.
FRANCIS SESSIONS HUTCHINS '00 MEMORIAL. No Award.
HUBBARD HUTCHINSON MEMORIAL FELLOWSHIP. Saxton G. Freymann '80,
Jaya I. Mehta '80.
CHARLES B. LANSING FELLOWSHIP. No Award.
DR. HERCHEL SMITH FELLOWSHIP. Garrick H. Leonard '80, Curtis T. McMullen
'80.
STEPHEN H. TYNG AND STEPHEN H. TYNG, JR. FOUNDATION FELLOWSHIPS.
Wesley B. Howard, Jr. '69, Ronald S. Bushner '74, James J. Harkins '75,
Robert C. Morin '75, Thomas J. Gates '76, Peter C. Matthews '76, Wayne G.
Roberge '76, Clarence Otis '77, Deidra Y. Roach '77, Susan E. Stred '78,
William Edwards '79, Allan R. Macdonald '79, Lucienne S. Sanchez '79, Mar-
cellus Blount '80, Kathy N. Seward '80.
CARROLL A. WILSON FELLOWSHIP. No Award.

Prizes Awarded in 1979-80

Prizes in Special Studies
JOHN SABIN ADRIANCE PRIZE IN CHEMISTRY. William J. Zaks '80.
BENEDICT PRIZES. (Biology) First Prize: Linda K. Matson '80. Second Prize:
Sarah M. Assmann '80. (French) Carolyn M. Brown '80. (Greek) First Prize
(shared): Anne K. Jeantheau '81, Christopher D. Suits '81. Second Prize:
Louise H. Pratt '82. (History) First Prize: William A. Clark '80. Second Prize:
Raymond T. DeMeo, Jr. '80. (Latin) First Prize: Steven F. Kruger '80. Second
Prize: Elizabeth C. Meyer '80. (Mathematics) Daniel B. Clark '82, Eli J. Mlawer
'82.
KENNETH L. BROWN, CLASS OF 1947, AWARD IN AMERICAN STUDIES. Rebecca
F. Kravetz '81.
DAVID TAGGART CLARK PRIZE IN LATIN. Richard A. Leavitt '82.
CONANT-HARRINGTON PRIZE IN BIOLOGY. Steven F. Kruger '80.
DORIS DEKEYSERLINGK PRIZE IN RUSSIAN. No Award.
GARRETT WRIGHT DE VRIES MEMORIAL PRIZE IN SPANISH. Jinjae Chyun '80.
SHERWOOD O. DICKERMAN MEMORIAL PRIZE. Priscilla A. Cohen '82.
DWIGHT BOTANICAL PRIZE. No Award.
GILBERT W. GABRIEL MEMORIAL AWARD IN THEATRE. Robert E. Baker '80.
FREDERICK C. HAGEDORN, JR. PRIZE IN PRE-MEDICAL STUDIES. Bryan D. Volpp
'80.
THOMAS G. HARDIE III '78 MEMORIAL AWARD IN ENVIRONMENTAL STUDIES. A
group award to 27 students in Chemistry 14 for "A Proposal for a National
Energy Plan."
Fellowships and Prizes

ARTHUR C. KAUFMANN PRIZE IN ENGLISH. Louisa L. Willcox '80.
LEVERETT MEARS PRIZE IN CHEMISTRY. Frederick G. Bart '80.
WILLIS I. MILHAM PRIZE IN ASTRONOMY. No Award.
JOHN W. MILLER PRIZE IN PHILOSOPHY. Mark F. Kightlinger '81.
RICHARD AGER NEWHALL PRIZE IN EUROPEAN HISTORY. Jonathan F. Light '83.
RICE PRIZES IN CLASSICAL LANGUAGES. (Greek) Garrick H. Leonard '80. (Latin) Rebecca H. Smith '80.
ROYAL SOCIETY OF ARTS SILVER MEDAL. Tracy A. White '80.
BRUCE SANDERSON AWARD FOR EXCELLENCE IN ARCHITECTURE. George B. Janson '80.
RUTH SANFORD MEMORIAL PRIZE IN THEATRE. Ann Eakland '80.
RUTH SANFORD MEMORIAL FELLOWSHIP IN THEATRE. No Award.
EDWARD GOULD SHUMWAY PRIZE IN ENGLISH. Steven F. Kruger '80.
HERBERT R. SILVERMAN AWARD IN AMERICAN HISTORY. Jonathan G. Brougham '80.
THEODORE CLARKE SMITH PRIZE IN AMERICAN HISTORY. Diane S. Owen '83.
HOWARD P. STABLER PRIZE IN PHYSICS. John S. Duffield '80.
KARL E. WESTON PRIZE FOR DISTINCTION IN ART. Leslie Heerman '80.

Essay Prizes

ACADEMY OF AMERICAN POETS PRIZE. Cora G. Yang '80.
GAIUS C. BOLIN, 1889 ESSAY PRIZE. No Award.
COMPARATIVE LITERATURE ESSAY PRIZE. Steven F. Kruger '80. Honorable Mention: Lucy H. Buchen '80.
HENRY RUTGERS CONGER MEMORIAL LITERARY PRIZE. Gregory B. Witcher '81.
C. DAVID HARRIS, JR. PRIZE IN POLITICAL SCIENCE. Jeffrey B. Lissack '82, Peter H. Struzzi '82, Oliver L. Wilder '82.
LATHERS PRIZE AND MEDAL. Andrew E. Clark '80, Timothy J. Langella '80, David B. Srere '80.
SENTINELS OF THE REPUBLIC PRIZE. No Award.
WILLIAM BRADFORD TURNER PRIZE IN AMERICAN HISTORY. No Award.
BENJAMIN B. WAINWRIGHT AWARD IN ENGLISH. Alyson C. Hagy '82.
DAVID A. WELLS PRIZE FOR POLITICAL ECONOMY. No Award.

General Prizes

STERLING A. BROWN AWARD. Sandra J. Polin '80, Dena L. Randolph '80.
GROSVENOR MEMORIAL CUP. No Award.
JAMES G. ROGERSON CUP AND MEDAL. James A. Linen '34.
WILLIAM BRADFORD TURNER CITIZENSHIP PRIZE. Mark Lanier '80.
Fellowships and Prizes

Rhetorical Prizes

DEWEY PRIZE. Steven F. Kruger '80.
GRAVES PRIZE FOR DELIVERY OF ESSAY. Gregory M. Avis '80, Gail J. Hupper '80, Thomas A. Johnson '80.
ELIZUR SMITH RHETORICAL PRIZE. Danforth F. Smith '83, David G. Steakley '83.
VAN VECHTEN PRIZE. First Prize: Bruce N. Davis '83. Second Prize: Steven H. Epstein '83. Third Prize: Peter H. Stark '80, David G. Steakley '83.

Athletic Prizes

FRANCIS E. BOWKER, JR. SWIMMING PRIZE. James M. Stockton '83.
BELVIDERE BROOKS MEMORIAL MEDAL. Frederick E. Walter '80.
J. EDWIN BULLOCK WRESTLING TROPHY. Mark D. Walch '80.
CANBY ATHLETIC SCHOLARSHIP PRIZE. Garrick H. Leonard '80.
CLASS OF 1925 AWARD. Karen S. Walker '80.
BRIAN DAWE AWARD. Mary F. Burchell '80.
FOX MEMORIAL SOCCER TROPHY. Douglas A. Orr '80.
GOLF TROPHY. Bruce J. Goff '83.
WILLARD E. HOYT, JR. '23 MEMORIAL AWARD. Michael J. Behrman '80.
ROBERT W. JOHNSTON MEMORIAL TROPHY. Frederick E. Walter '80.
LACROSSE AWARD. Peter T. Santry '81.
ROBERT B. MUIR MEN’S SWIMMING TROPHY. J. David Amlicke '80.
ROBERT B. MUIR WOMEN’S SWIMMING TROPHY. Elizabeth A. Jex '83.
ANDREW D. C. OLIVER INTRAMURAL SPORTS AWARD. Pratt House.
ANTHONY PLANSKY AWARD. James L. DeSimone '80.
LEONARD S. PRINCE MEMORIAL SWIMMING PRIZE. Elizabeth A. Jex '83.
PURPLE KEY TROPHIES. (Men) J. David Amlicke '80, Frederick E. Walter '80.
(Women) Monica C. Grady '80.
MICHAEI D. RAKOV MEMORIAL AWARD. Bruce K. Kneuer '80.
PAUL B. RICHARDSON SWIMMING TROPHY. Jeffrey K. Mook '83.
CHARLES DEWOODY SALMON AWARD. John A. Lawler IV '82.
SCRIBNER MEMORIAL TENNIS TROPHY. Brooks M. Tanner '80.
SQUASH RACQUETS PRIZE. Winner: John A. Lindquist III '80. Finalist: Wallace T. Miller, Jr. '80.
OSWALD TOWER AWARD. Joseph P. Flaherty '80.
RALPH J. TOWNSEND SKI TROPHY. Roger M. Prevot '80.
WILLIAMS ALUMNAE SKIING AWARD. Patricia Hellman '82.
WILLIAMS WOMEN’S LACROSSE AWARD. Anne M. Sneath '80.
WILLIAMS WOMEN’S SQUASH AWARD. Rebecca A. Chase '80.
WOMEN’S TENNIS AWARD. Rebecca A. Chase '80.
YOUNG-JAY HOCKEY TROPHY. James R. Rooney '80.
OFF CAMPUS PROGRAMS 1980

Mead Government Interns: Amanda S. Bayer ’81, Laura A. Cushler ’81, Cynthia C. Drinkwater ’81, Claudia A. Dymond ’81, Paul A. Gallay ’81, Catherine J. Gernert ’81, Nancy E. Gray ’81, Michael G. Gutierrez ’81, Pamela L. Hansen ’81, David N. Jew ’82, E. Scott Mayfield ’81, Jeffrey A. Menzer ’82, Matthew A. Pauley ’81, Mary W. Simpson ’81, Sheila M. Tierney ’81, Sarah L. Wilson ’81, Amey C. Winterer ’81.

# INDEX OF TOPICS

| Academic Honesty, Statement of, 19 | Cross-enrollment Programs, 11 |
| Academic Standards and Regulations, 12-18 | Curriculum, 5-11 |
| Academic Requirements, 5-8 | Advanced Placement, 8 |
| Administration, Officers of, 245-248 | Combined Program in Liberal Arts and Engineering, 11 |
| Advanced Placement, 8 | Contract Major, 7 |
| Advisers, Special Faculty, 244 | Cross-Enrollment, 11 |
| Afro-American Studies, Courses in, 41, 42 | Degree, Requirements for, 5-8 |
| American Civilization, Courses in, 42-47 | Degree with Honors, 10 |
| American Maritime Studies, 10, 47, 48 | Divisions, 6 |
| Anthropology, Courses in, 48-52 | Exchange Programs, 10 |
| Area Studies, Courses in, 52-54 | Independent Study, 9 |
| Art, Courses in, 55-68 | Graduate Programs, 26 |
| Astronomy, Courses in, 68-71 | Major, 6, 7 |
| Astrophysics, Major, 71 | Physical education, 8 |
| Attendance, 12 | Residence requirement, 5 |
| Bachelor of Arts, 5, 249-255 | Student Initiated Courses, 9 |
| Bills, College, Payment of, 12, 22 | Study abroad, 11 |
| Biology, Courses in, 72-78 | Williams-Mystic Program, 10 |
| Calendar, College, Inside back cover | Winter Study, 5 |
| Center for Development Economics, 26, 100, 101 | Dean’s List, 17 |
| Chemistry, Courses in, 78-83 | Deficiencies, 14, 15 |
| Class Hours, 40 | Degrees: |
| Classics, Courses in, 84-87 | Awarding of, 18 |
| Committees: | Bachelor of Arts, 5, 249-255 |
| Joint Faculty-Student, 242, 243 | with distinction, 18 |
| Trustee, 225 | with honors, 10 |
| Comparative Literature, 87 | Honorary degrees, 256 |
| Computer Science Program, 88 | Master of Arts, 27, 256 |
| Contract Major, 7, 88, 89 | Master of Arts in History of Art, 26, 256 |
| Co-ordinate Programs, 8 | Master of Arts in Development Economics, 26, 256 |
| Correspondence, Directions for, Inside front cover | Distribution Requirement, 5 |
| Courses: 39-222 | Economics, Courses in, 90-102 |
| Completion of, 14 | Eligibility Rules, 16 |
| Requirement for Graduation, 5 | Engineering, Combined Program in, 11 |
| English, Courses in, 102-111 |
### Index of Topics

- Environmental Studies, Courses in, 112-116
- Examinations:
  - Admission to final, 14
  - Major exercise, 16
- Exchange Programs, 10
- Expenses, 21
- Extensions, Academic, 14
- Faculty-Student Committees, 242, 243
- Faculty, List of, 226-240
- Fees, Payment of, 12, 22
- Fellowships and Prizes for Graduate Study, 37, 260
- Financial aid, 22
- Fifth Course, 13
- French, Courses in, 201-205
- Geology and Mineralogy, Courses in, 116-121
- German, Courses in, 121-125
- Grading System and Records, 13
- Graduate Programs at Williams
  - Master of Arts Program, 27
  - Master of Arts in History of Art, 26
  - Master of Arts in Development Economics, 26
- Graduate Study
  - Fellowships and Prizes for, 37, 260
  - Preparation for, 23-25
    - Architecture, 23
    - Business Administration, 23
    - Engineering, 24
    - Law, 24
    - Premedical and Predental, 24
    - Teaching and Research, 25
    - Religious Study, 25
- Graduation with Distinction, 18
- Graduation requirements, 5, 18
- Greek, Courses in, 85, 86
- History, Courses in, 125-139
- History of Ideas, Courses in, 140-144
- History of Science, Courses in, 144-145
- Honorary degrees, 256
- Honors Program, 10
- Honor System, 19
- Independent Study, 9
- Instruction, Officers of, 226-240
- Interdisciplinary studies, 7, 8
- Jewish Studies, 146
- Languages and the Arts, Division of, 6
- Latin, Courses in, 86
- Librarians, 241
- Linguistics, 146
- Literature in Translation, 146, 147
- Major, 6
  - Completion of, 16
- Contract, 7
- Co-ordinate Programs, 8
- Double, 8
- Eligibility for, 16
- Fields, 7
- General Structure, 7
- Master of Arts, 27
- Master of Arts in History of Art, 26
- Master of Arts in Development Economics, 26
- Mathematical Sciences, Courses in, 147-155
- Mead, The George J. Fund, 36
- Mead Government Interns, 263
- Medieval Studies, 155
- Music, Courses in, 156-162
- Nondiscrimination, Statement of, 2
- Officers, of Administration, 245-248
  —of Instruction, 226-240
- Parallel Courses, 7, 39
- Pass-Fail Option, 13
- Phi Beta Kappa, 17
- Philosophy, Courses in, 162-167
- Physical Education, 8, 167, 168
- Physics, Courses in, 168-174
- Plagiarism, 19, 20
- Political Economy, Courses in, 174-177
- Political Science, Courses in, 177-189
- Premedical Advising, 24
- Presidents, List of, 223
Index of Topics

Prizes and Fellowships, 28-38, 260
Psychology, Courses in, 189-196

Readmission to College, 15, 16
Records, Grading System, 13
Refunds, 16
Registration, 12, 39
Regulations, Academic, 12-18
Religion, Courses in, 196-201
Requirements, Academic, 5-8
Residence requirement, Academic, 5
Romanic Languages, Courses in, 201-209
Russian, Courses in, 209-213

Science and Mathematics, Division of, 6
Separation for low scholarship, 15

Sequence courses, 7, 39
Social Studies, Division of, 6
Sociology, Courses in, 213-218
Spanish, Courses in, 206-209
Student Initiated courses, 9
Students enrolled, 257
Study abroad, 11

Theatre, Courses in, 219-222
Trustees, 224

Warnings, Freshmen, 14
Williams-in-Hong Kong, 37, 263
Williams-Mystic Program in Maritime Studies, 10, 47, 48
Winter Study Project, 5, 13
Withdrawal from College, 15
Women’s Studies, 222
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 7-9</td>
<td>Sunday through Tuesday</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Tuesday, 8:30 a.m. - 12 noon</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Wednesday, 8:00 a.m.</td>
</tr>
<tr>
<td>Sept. 13</td>
<td>Saturday</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Saturday</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>Friday, 5:00 p.m.</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>Monday</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Wednesday, 8:00 a.m.</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Saturday</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>Wednesday, 12:50 p.m.</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Monday, 8:00 a.m.</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Tuesday, 5:00 p.m.</td>
</tr>
<tr>
<td>Dec. 10-12</td>
<td>Wednesday through Friday</td>
</tr>
<tr>
<td>Dec. 13-19</td>
<td>Saturday through Friday</td>
</tr>
<tr>
<td>Dec. 19</td>
<td>Friday, 5:00 p.m.</td>
</tr>
<tr>
<td>Jan. 5</td>
<td>Monday, 8:00 a.m.</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Friday, 5:00 p.m.</td>
</tr>
<tr>
<td>Jan. 31-Feb. 3</td>
<td>Saturday through Tuesday, 12 noon</td>
</tr>
<tr>
<td>Feb. 3</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Wednesday, 8:00 a.m.</td>
</tr>
<tr>
<td>Feb. 20-21</td>
<td>Friday and Saturday</td>
</tr>
<tr>
<td>March 20</td>
<td>Friday, 5:00 p.m.</td>
</tr>
<tr>
<td>March 23</td>
<td>Monday</td>
</tr>
<tr>
<td>April 6</td>
<td>Monday, 8:00 a.m.</td>
</tr>
<tr>
<td>April 25</td>
<td>Saturday</td>
</tr>
<tr>
<td>May 15</td>
<td>Friday, 5:00 p.m.</td>
</tr>
<tr>
<td>May 16-19</td>
<td>Saturday through Tuesday</td>
</tr>
<tr>
<td>May 20-27</td>
<td>Wednesday through Wednesday</td>
</tr>
<tr>
<td>June 6</td>
<td>Saturday</td>
</tr>
<tr>
<td>June 6</td>
<td>Saturday</td>
</tr>
<tr>
<td>June 7</td>
<td>Sunday, 10:00 a.m.</td>
</tr>
<tr>
<td>June 11-14</td>
<td>Thursday through Sunday</td>
</tr>
</tbody>
</table>

**1981**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 5</td>
<td>Christmas recess ends</td>
</tr>
<tr>
<td>Jan. 5</td>
<td>Winter Study Period begins</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Winter Study Period ends</td>
</tr>
<tr>
<td>Jan. 31-Feb. 3</td>
<td>Mid-winter recess</td>
</tr>
<tr>
<td>Feb. 3</td>
<td>Enrollment (to be completed by 4:00 p.m.)</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Second semester classes begin</td>
</tr>
<tr>
<td>Feb. 20-21</td>
<td>College Holidays (Winter Carnival)</td>
</tr>
<tr>
<td>March 20</td>
<td>Spring recess begins</td>
</tr>
<tr>
<td>March 23</td>
<td>Freshman warnings due</td>
</tr>
<tr>
<td>April 6</td>
<td>Spring recess ends</td>
</tr>
<tr>
<td>April 25</td>
<td>Parents’ Day</td>
</tr>
<tr>
<td>May 15</td>
<td>Second semester classes end</td>
</tr>
<tr>
<td>May 16-19</td>
<td>Reading period</td>
</tr>
<tr>
<td>May 20-27</td>
<td>Final examinations (including major exams)</td>
</tr>
<tr>
<td>June 6</td>
<td>Class Day</td>
</tr>
<tr>
<td>June 6</td>
<td>Baccalaureate Service</td>
</tr>
<tr>
<td>June 7</td>
<td>Commencement</td>
</tr>
<tr>
<td>June 11-14</td>
<td>Alumni Reunions</td>
</tr>
</tbody>
</table>