The post office 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:

- **Academic and student affairs**
- **Admission of students**
- **Alumni matters**
- **Business matters**
- **Catalogs and brochures**
- **Financial aid**
- **Graduate study in art history**
- **Graduate study in policy economics**
- **Transcripts and records**

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

Williams College is accredited by the New England Association of Schools and Colleges.

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Published by Williams College, Hopkins Hall, 880 Main Street, Williamstown, Massachusetts, 01267.

This bulletin contains information that was complete and accurate at the time of publication. Williams College reserves the right, however, to make from time to time such changes in its operations, programs, and activities as the trustees, faculty, and officers consider appropriate.

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

The following person has been designated to handle inquiries concerning the College’s non-discrimination policies: Dean of the College, Williams College, Williamstown, MA (413) 597-4171.
The chartering of Williams College in 1793 was an act of faith and certainly an act surpassing the modest intentions of Colonel Ephraim Williams, for whom the college is named.

Colonel Williams had not intended to found a college. Enroute with his regiment of Massachusetts militia to join the battle with the French and Indians at Lake George, the Colonel had turned long enough in Albany to write his last will and testament on one of the hills overlooking the Hudson. He remembered the founding and support of a free school in West Township, where for some years he had commanded a detachment of militia at Fort Massachusetts, farthest outpost of the province. The will stipulated that West Township should be given to the state, and that the funds from it would be kept within Massachusetts and that the name of the township must be changed to Williamstown, if the free school was to be established at all.

On September 8, 1755, Colonel Williams was killed at the Battle of Lake George. On October 10, 1755, a delegation of citizens from West, or as it was then called, Williamstown, petitioned the General Court to accept the funds designated for the free school and to establish a college. The college was named after the Colonel. The act provided for the creation of a Board of Trustees, a body which would be responsible for the management of the college. The trustees were to consist of 12 members, 6 elected by the freeholders and 6 elected by the burgesses of West. The trustees were to have the power to appoint a president and other officers, to hire a teacher, and to have the power to purchase land for the college.

In 1793, the trustees of the college purchased land in Williamstown from the state and began the construction of a new college building. The building was completed in 1796 and is now known as the Old Main. The first classes were held in the fall of 1796, and the college admitted its first students. The college was initially coeducational, but it became a men's college in 1901.

The college continued to grow and expand over the years, adding new buildings and programs. In 1805, the trustees appointed the first president of the college, Professor Enoch C. P. Allen. He served as president until 1820, during which time the college's curriculum was expanded and a number of new programs were added. In 1821, the college's name was changed to Williams College.

The college has a long history of providing educational opportunities to a diverse range of students. It has been a leader in the development of coeducation and has been at the forefront of educational innovation. The college has a strong commitment to social justice and has been an advocate for change on many fronts. It has been a leader in the development of programs to support students from underrepresented backgrounds and has been a leader in the development of programs to support students from diverse communities. Today, Williams College is a leader in the development of programs to support students from underrepresented backgrounds and has been a leader in the development of programs to support students from diverse communities. Today, Williams College is a leader in the development of programs to support students from underrepresented backgrounds and has been a leader in the development of programs to support students from diverse communities.
percentage of students who identified themselves as members of one or more American minority group or were overseas citizens rose to 40 percent, of faculty to 22 percent.

At the same time, programming and structures were introduced to student residential life and major projects were completed to enhance greatly the College's student center, its facilities for theatre and dance, its office and teaching spaces for faculty, and its libraries.

**MISSION AND PURPOSES**

Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character. Civic virtues include commitment to engage both the broad public realm and community life, and the skills to do so effectively. These virtues, in turn, have associated traits of character. For example, free inquiry requires open-mindedness, and commitment to community draws on concern for others.

We are committed to our central endeavor of academic excellence in a community that is learning together, comprising students, faculty, and staff, and draws on the engagement of alumni and parents. We recruit students from among the most able in the country and abroad and select them for the academic and personal attributes they can contribute to the educational enterprise, inside and outside the classroom. Our faculty is a highly talented group of teachers, scholars, and artists committed deeply to the education of our students and to involving them in efforts to expand human knowledge and understanding through original research, thought, and artistic expression. Dedicated staff enable this teaching and learning to take place at the highest possible level, as do the involvement and support of our extraordinarily loyal parents and alumni.

No one can pretend to more than guess at what students now entering college will be called upon to comprehend in the decades ahead. No training in fixed techniques, no finite knowledge now at hand, no rigid formula can solve problems whose shape we cannot yet define. The most versatile, the most durable, in an ultimate sense, the most practical knowledge and intellectual resources that can be of value are the openness, the creativity, flexibility, and power of education in the liberal arts.

Toward that end we extend a curriculum that offers wide opportunities for learning, ensures close attention of faculty to students but also encourages students to cross disciplines independently, and reflects the complexity and diversity of the world. We seek to do this in an atmosphere that nurtures the simple joy of learning as a lifelong habit and commitment.

We place great emphasis on the learning that takes place in the creation of a functioning community; in the day-to-day life of the College; in the residence halls, expression through the arts, debates on political issues, leadership in campus governance, exploration of personal identity, pursuit of spiritual and religious impulses, the challenge of athletics, and direct engagement with human needs, nearby and far away.

To serve well our students and the world, Williams embraces core values such as welcoming and supporting in the College community people from all segments of our increasingly diverse society and ensuring that College operations are environmentally sustainable.

From this holistic immersion students learn more than they will ever know. Such is the testimony of countless graduates—that their Williams experience has equipped them to live fuller, more effective lives. Ultimately, the College's greatest merit as we see it consists of this: the contributions our alumni make in their professions, their communities, and their personal lives.

Therefore, we ask all our students to understand that an education at Williams should not be regarded as a privilege destined to create further privilege, but as a privilege that creates opportunities to serve society at large, and imposes the responsibility to do so.

At the same time, being itself privileged by its history and circumstances, Williams understands its own responsibility to contribute by thought and example to the world of higher education.

The above description arises on its surface from public statements made by Williams presidents and others associated with the College, from which it borrows, and at a deeper level from the felt experience of students, faculty, staff, alumni, and parents of many decades. It was approved by vote of the Board of Trustees on April 14, 2007.

**COURSES OF INSTRUCTION 2016-2017**

**COURSE NUMBERING SYSTEM**

Courses designated by a single number are semester courses. 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 whole.

Courses numbered 1000 and below are designed to introduce students to the world of higher education, course 19 with grades of C- or better, pass four Winter Study Projects, fulfill the four-part distribution requirement, complete all requirements for the major including an average of C minus or higher, and complete the physical education requirement. A student may not repeat a course for which credit has been awarded.

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To be eligible for the Bachelor of Arts degree a student must pass 32 courses (at least 29 of which must be regularly graded A–C); including 19 with grades of C- or better, pass four Winter Study Projects, complete the four-part distribution requirement, complete all requirements for the major including an average of C minus or higher, and complete the physical education requirement. A student may not repeat a course for which credit has been awarded.

**REGISTRATION REMINDERS**

On-campus students must register online with PeopleSoft.

**TEACHING SPACE**

Visiting or adjunct, part-time fall semester

Teaching spaces for faculty, and its libraries. College's student center, its facilities for theatre and dance, its office and teaching spaces for faculty, and its libraries.

**On leave spring semester**

percentage of students who identified themselves as members of one or more American minority group or were overseas citizens rose to 40 percent, of faculty to 22 percent.

First-year students may take no more than one course with the same course prefix, nor more than one in any department during the full year.

Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.

Sophomores may take no more than three courses with the same course prefix, nor more than four in one department during the full year.

A student may take no more than a total of five courses with the same course prefix, nor more than eight in one department, during the first two years.

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

An incoming junior must declare a major by filing a "Major Declaration Form" during preregistration. A current junior or senior may change or add a major by filing "Major Declaration Form" subject to the approval of the C.A.S.

Declaration of two majors is subject to the approval of the C.A.S. Contract majors are ineligible for a second major.

Students wishing to undertake an independent study must submit a petition to the C.A.S. before the end of drop/add in which the student plans to take the independent study.

Forms for any of the above requests may be obtained at the Registrar's Office or at the website.

When choosing a course cross-listed in two or more subjects, students should specify which designation they wish to have recorded—at the time the course is taken.

Courses normally meet three times a week in fifty-minute periods, twice a week in seventy-five-minute periods, or once a week for 150 minutes as indicated within the course description. The days of the week that courses have class meetings are abbreviated as follows: M for Monday, T for Tuesday, W for Wednesday, Th for Thursday, F for Friday.

Toward that end we extend a curriculum that offers wide opportunities for learning, ensures close attention of faculty to students but also encourages students to cross disciplines independently, and reflects the complexity and diversity of the world. We seek to do this in an atmosphere that nurtures the simple joy of learning as a lifelong habit and commitment.

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**REQUIREMENTS FOR THE BACHELORS OF ARTS DEGREE**

**Academic Requirement**

To be eligible for the Bachelor of Arts degree a student must pass 32 courses (at least 29 of which must be regularly graded A–C); including 19 with grades of C- or better, pass four Winter Study Projects, fulfill the four-part distribution requirement, complete all requirements for the major including an average of C minus or higher, and complete the physical education requirement. A student may not repeat a course for which credit has been awarded.

**Distribution Requirement**

The distribution requirement falls into four parts. Please note that courses used to fulfill these requirements must be regularly graded.

1) **DIVISIONAL REQUIREMENT**—designed to ensure that in their course of study students at Williams take one uniquely diverse distribution of courses across the full range of the curriculum.

For the purposes of the requirement, courses are grouped into three divisions: Division I, Languages and the Arts; Division II, Social Studies; and Division III, Science and Mathematics. A full listing of the subjects in each division appears on the following page.
Students must complete at least three graded semester courses in each division. Two in each division must be completed by the end of the sophomore year. No more than two of the courses used to satisfy the requirement may have the same course prefix. The courses must be taken at Williams or at programs under the direction of Williams College Faculty. Courses that 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 human beings 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 human 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.

Courses with the following designations receive divisional distribution credit as indicated:

**DIVISION I. Languages and the Arts**
- Arabic (except 111, 206, 207, 215, 230, 231, 232, 234, 243, 280, 281, 303, 305, 310, 311, 332, 408, 409, 410, 480, 491)
- Art History
- Art Studio
- Asian Studies 103, 274
- Chinese (except CHIN 223)
- Classics
- Comparative Literature
- Critical Languages
- Dance
- English
- EXPR 245, 420
- French
- German
- Greek
- INTR 252
- Italian
- Japanese (except JAPN 217, 218, 321, 486T)
- Latin
- Literary Studies
- Maritime Studies 231
- Music
- Russian
- Spanish
- Theatre

**DIVISION II. Social Studies**
- Africana Studies
- American Studies
- Anthropology
- Asian Studies (except 103, 274)
- Chinese 223
- Cognitive Science
- Economics
- Environmental Studies 101
- Experimental Studies—EXPR (except 245, 420)
- Global Studies
- History
- History of Science (except HSCI 224)
- Interdisciplinary Studies—INTR (except INTR 160, 223)
- Japanese 217, 218, 321, 486T
- Jewish Studies
- Justice and Law
- Latina/o Studies
- Maritime Studies 351, 352
- Philosophy
- Political Economy
- Political Science
- Psychology (except PSYC 212, 312, 315, 316, 317T, 318)
- Public Health (except PHLH 201, 402)
- Religion
- Science and Technology Studies
- Sociological Studies
- Women’s, Gender and Sexuality Studies

**DIVISION III. Science and Mathematics**
- Astronomy
- Astrophysics
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Computer Science
- Environmental Studies 102
- Geosciences
- History of Science 224
- INTR 160, 223
- Maritime Studies 104, 211, 311
- Mathematics
- Neuroscience
- Physics
- Psychology 212, 312, 315, 316, 317T, 318
- Statistics

Please note: Any Environmental Studies course that is also cross-listed with another subject carries distribution credit of that subject. Other Environmental Studies courses may fulfill distribution requirements as indicated under individual course listings.

Williams-Exeter Programme at Oxford University tutorial courses (WIOX) may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses in the Williams-Exeter Programme at Oxford University (WIOX) meet the Williams College ‘W’ designation, except for those in studio arts, mathematics, and the sciences. Courses at the Williams-Mystic Program may also be used toward fulfilling the distribution requirement as appropriate.

2) THE EXPLORING DIVERSITY INITIATIVE—Williams College is committed to creating and maintaining a curriculum, faculty, and student body that reflects and explores a diverse, globalized world and the multi-cultural character of the United States. Courses designated “(D)” in the College Bulletin are a part of the College’s Exploring Diversity Initiative (EDI); they represent our dedication to study groups, cultures, and societies as they interact with, and challenge, each other. Through such courses, students and faculty also consider the multiple approaches that engage these issues. Rather than simply focus on the study of specific peoples, cultures, or regions of the world, in the past or present, however, courses fulfilling the requirement actively promote a self-conscious and critical engagement with diversity. They urge students to consider the operations of difference in the world and provide them with the tools to do so. The ultimate aim of the requirement is to lay the groundwork for a life-long engagement with the diverse cultures, societies, and histories of the United States and the rest of the world.

Courses that comprise the Exploring Diversity Initiative may fall under a variety of categories, including (but not limited to) the following:

- **Comparative Study of Cultures and Societies.** These courses focus on the differences and similarities between cultures and societies, and/or on the ways in which cultures, peoples, and societies have interacted and responded to one another in the past.
- **Empathetic Understanding.** These courses explore diverse human feelings, thoughts, and actions by recreating the social, political, cultural, and historical context of a group in order to imagine why within that context, those beliefs, experiences, and actions of the group emerged.
- **Power and Privilege.** These courses link issues of diversity to economic and political power relations, investigating how cultural interaction is influenced by various structures, institutions, or practices that enable, maintain, or mitigate inequality among different groups.
- **Critical Theorization.** These courses focus on ways scholars theorize the possibilities of cross-cultural understanding and interaction; they investigate the ways that disciplines of knowledge both constitute “difference” and are reconfigured by the study of diversity-related questions.

All students are required to complete ONE course that is part of the Exploring Diversity Initiative. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

Students wishing to fulfill the EDI requirement via the completion of study away must submit the completed EDI form and their essay after their return proposing EDI credit for a course or independent study project/research they pursued while away. The essay will require students to intellectually describe how they believe their study away course or independent study project/research met one or more of the goals of the Exploring Diversity Initiative. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

Students wishing to fulfill the EDI requirement via the completion of study away must submit the completed EDI form and their essay after their return proposing EDI credit for a course or independent study project/research they pursued while away. The essay will require students to intellectually describe how they believe their study away course or independent study project/research met one or more of the goals of the Exploring Diversity Initiative; the essay will be considered by the Director of the Exploring Diversity Initiative working in concert with the Committee on Academic Standing. The essay will either be accepted or rejected for EDI credit. There is no appeal process, and all decisions are final.

3) QUANTITATIVE/FORMAL REASONING REQUIREMENT is intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, to use numbers comfortably, and to employ the research tools necessary to analyze data is essential in an increasingly analytical society. Therefore, all students must pass a Quantitative/Formal Reasoning (QFR) course—those marked with a “(Q).” Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement. The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).
4) WRITING REQUIREMENT—All students are required to take two writing-intensive courses: one by the end of sophomore year, and one by the end of the junior year. Students will benefit most from the writing-intensive courses by taking them early in their college careers, and are therefore strongly encouraged to complete the requirement by the end of the sophomore year.

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

Writing-intensive courses require a minimum of 20 pages of writing and have a maximum enrollment of 19 to allow the instructor to devote appropriate attention to writing over the course of the semester.

All tutorial courses in the Williams-Exeter Programme at Oxford University (WIOX) meet the Williams College ‘W’ designation, except for those in the studio arts, mathematics, and the sciences.

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 and the selection is normally made at the time of registration in the spring of the sophomore year. Majors are offered in the following fields:

- American Studies
- Anthropology
- Arabic Studies
- Art
- Asian Studies
- Astronomy
- Astrophysics
- Biology
- Chemistry
- Chinese
- Classics (Greek, Latin)
- Comparative Literature
- Computer Science
- Economics
- English
- Environmental Policy
- Environmental Science
- Environmental Studies
- French
- Geosciences
- German
- History
- Japanese
- Mathematics
- Music
- Philosophy
- Physics
- Political Economy
- Political Science
- Psychology
- Religion
- Russian
- Sociology
- Spanish
- Statistics
- Theatre
- Women’s, Gender and Sexuality Studies

GENERAL STRUCTURE OF MAJORS

1) A student ordinarily must elect at least nine semester courses in his or her major field. A major may also require an additional 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 including a major seminar, 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 majors provide a system of counseling to help students plan programs reflecting individual interests as well as disciplined and cumulative patterns of inquiry. Course work in most 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.

CONTRACT MAJOR

Students who wish to undertake the coherent study of an interdisciplinary subject not covered by a regularly offered major may propose to be contract majors. Procedures for arranging a contract major and for honors work in such a major are described in the section, “Courses of Instruction.” Students interested in this option should begin consulting with the Dean’s Office and with potential faculty advisors early in the sophomore year. A student completing a contract major may not do so in conjunction with a second major. For further details, click here

TWO MAJORS

A student may complete two majors with the permission of both majors and the Committee on Academic Standing. Although a student may be granted permission to use a course from one major 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.

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 a wide variety of activities; of discovering and extending their own physical capabilities; and of developing skills in activities with survival implications, such as swimming.

A swim test is required of all first-year students 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 four quarters of physical education by the end of the sophomore year. Students must enroll in at least two different activities in fulfilling the requirement.

Participation in an intercollegiate, junior varsity or club sport is equivalent to two activity each year, split season sports will earn one credit for each half of the year (crew, golf, tennis, rugby, ultimate, etc). A maximum of three credits may be attained while participating in sports with the exception of a two sport athlete who can fulfill the physical education requirement by totaling four units in two sports. The remaining units must come from the physical education activity program.

Residence Requirement

Students who begin college at Williams must spend a minimum of six semesters in residence at Williams. Students transferring to Williams from other institutions 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 the final year.

ADDITIONAL CURRICULAR OPPORTUNITIES

Advanced Placement and International Baccalaureate

At the discretion of the appropriate departments or programs, students presenting satisfactory scores on Advanced Placement tests or International Baccalaureate higher level examinations may be placed in advanced courses not regularly open to them and/or may receive course credit toward the major or concentration. Therefore, if granted, this credit may be used as a prerequisite or in partial fulfillment of the major or concentration requirements. AP and IB credit, however, may not be used to reduce the normal course load of any semester, to make up a deficiency incurred at Williams, or to satisfy the Distribution Requirement.

Degree Credit Based on A-Level Examination Grades

Upon petition from the student, the Committee on Academic Standing may award two course credits toward the Williams degree for each grade of A or B awarded on an A-Level Examination in a liberal arts discipline. These credits may be used to accelerate graduation but may not be used to lower the course load during a semester in residence.

Normally, the student must have completed at least one full year of study at Williams and have met minimum academic standards before the CAS would consider the petition. The petition must include certification that all degree requirements, including a major, can be fulfilled if the credit is awarded.

Certificate in Foreign Languages

Certificates are awarded in Arabic, French, German, Russian and Spanish. The certificate confirms a particular degree of proficieny, cultural literacy and experience with the language in the context of the student’s college education. Seven or eight credits are required, depending on the language. Please see the individual programs for details and specific requirements.

Combined Program in Liberal Arts and Engineering

The 3-2 program enables a qualified student to combine a liberal arts education at Williams with undergraduate professional training in engineering. The student studies at Williams for 3 years, completing 24 courses and 3 Winter Study Projects. He or she then transfers to The Franklin Square School of Engineering and Applied Science at Columbia University for 2 years of engineering courses. Upon successful completion of this 5-year program, the student receives a Bachelor of Arts degree from Williams and a Bachelor of Science degree from Columbia.

During their 3 years at Williams, 3-2 students must complete all of the normal requirements for a Williams degree, including a major and the
distribution requirements. Students majoring in the sciences should consult with their department chair to see if any of the courses taken at Columbia can count toward their Williams major. Only students who have taken the prerequisite courses, who have at least a 3.30 grade point average in scientific subjects and overall will be recommended by their major department and approved by the Committee on Academic Standing for this program. The 3-2 program has an extensive list of prerequisite mathematics and science courses, so it is necessary to plan course selections at Williams carefully. The Pre-Engineering section of the Physics Department website includes a list of Williams courses recommended to prospective engineers as well as a link to the list of prerequisites on the Columbia website.

The Physics Department has a popular alternative to the 3-2 program is to complete the Williams B.A. in the usual 4 years, majoring in one of the sciences, and then go directly to a graduate program in engineering. Please see the section of this catalog titled “Preparation for Graduate and Professional Study.” Also, prospective engineers at Williams have the opportunity to take undergraduate engineering courses at other institutions through various exchange programs. For information about these opportunities, please see the section titled “Exchange Programs.”

The pre-engineering advisor, Professor Jefferson Strait, will be happy to assist students interested in any of the options leading to engineering careers. More information about pre-engineering can be found in the Physics Department section of the College website.

Co-ordinate Programs Offering Concentrations
In addition to majoring in a field, a student may choose to concentrate elective courses on a single topic or area. Normally, a student declares a concentration at the time of registration in the spring of the sophomore year. Concentrations are offered in the following programs:

- Africana Studies
- Biochemistry and Molecular Biology
- Cognitive Science
- Environmental Studies
- Global Studies
- Jewish Studies
- Justice and Law
- Latin/o Studies
- Leadership Studies
- Maritime Studies
- Neuroscience
- Public Health
- Science and Technology Studies

Descriptions of these programs appear under the appropriate heading in this publication. If the co-ordinate program courses are directly related to the major, a student may be allowed to reduce the number of courses required to complete the major.

Co-ordinate Programs
A number of programs do not offer concentrations formally, but do provide students with the opportunity to work in areas that cut across departmental and program lines. These are: Bioinformatics, Genomics, and Proteomics; Film and Media Studies; History of Science; Materials Science Studies; and Performance Studies. They are listed in this publication in alphabetical order. These programs provide guidance only and do not appear on transcripts.

Cross-Enrollment Programs
A limited number of students may register at Bennington College or Massachusetts College of Liberal Arts for courses not offered by Williams. Interested students should contact the Registrar’s Office about arrangements.

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

A range of non-credit experiential education opportunities is also available to interested students. Community service, community work-study jobs., internships, research, special initiatives all provide students the chance to “learn by doing” outside the classroom. Information on each of these opportunities is provided below.

Community Service:
Opportunities to apply creative energy and initiative abound in community organizations in the Williams College area. Service ranges widely with options such as tutoring in local schools, building homes with Habitat for Humanity, neighborhood organizing, and trail clearing and river cleanup work. For more information, go to the Center for Learning in Action website at learning-in-action.williams.edu/opportunities.

Internships and Research Opportunities:
A wide variety of summer internship opportunities are available to interested students through the Career Center, the Center for Environmental Studies (CES), the Zilkha Center, the Williams Outing Club and the Center for Learning in Action. Research opportunities are also available through individual departments. More information about each of these opportunities is available online.

Museum Associates:
The Museum Associates Program of the Williams College Museum of Art provides students an opportunity to broaden their knowledge of art and art history through serving in the field of museum education, and to develop valuable communication and public speaking skills while working with the public. The only academic requirement is the completion of ArTh 101-102. Applications are accepted every spring. For more information, contact Sarah Mergeron, WCMOA Museum Manager.

For more information about experiential education and community engagement at Williams College, visit the Center for Learning in Action website at: http://learning-in-action.williams.edu/

Honsors Program
Williams awards the degree with honors to those students who have demonstrated imagination, initiative, and intellectual independence within the major. The Honors Program requires completion of a co-ordinate program courses and constitutes 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 one of the courses must be in addition to the minimum number required for the major; one may be a Winter Study Project. A student who is completing two majors 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. Some programs also award honors for their concentrations.

Individual departments and programs describe specific 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 the senior year. Before the student has registered for the last of the required course units, the department or program determines whether the student is admitted to honors candidacy. The degree is awarded with Honors or Highest Honors at the end of the senior year if, in the judgment of the department, its criteria of excellence have been met.

Independent Study
When a particularly able student wishes to study a subject not covered by the normal offerings of the College, arrangements may be made to undertake courses of independent study under faculty supervision. Such arrangements are made with the appropriate department at the time of registration.

Study Away from Williams
The College encourages students to think about the option of study away as they begin the process of considering major fields and course requirements during sophomore year. All students in good standing with no deficiencies, including financial aid recipients, may study away on approved programs during all or part of their junior year. Credit earned on the Williams-Mystic Program and the Williams-Exeter Program at Oxford are considered Williams College credits and the grades will be applied toward the GPA. Students participating on all other approved programs will receive credit and their GPA will not be impacted. Students wishing to study away for any portion of their junior year must request approval in March of their sophomore year by submitting a petition to the Office of International Education and Study Away, including a supporting essay by the student.

Students are responsible for reading all information provided on the International Education and Study Away website (https://study-away.williams.edu/), including peer program evaluations. All students who are interested in study away for any portion of their junior year should attend one of the general information meetings that the Director of International Education and Study Away offers in the fall semester prior. After attending an information session, students are required to schedule an appointment to meet with the Director. Program approval is required from the chair of the student’s major department, the Director of International Education and Study Away, and the Committee on Academic Standing.

When a student decides to accept an offer of admission from a program, he or she must notify Office of International Education and Study Away directly. The Committee on Academic Standing will grant formal approval with a letter specifying how many credits a student must earn to equal a semester or year of credit at Williams. Students need to complete the Pre-Departure Web Form to allow all required materials, and meet all the guidelines provided prior to departure. Upon return to Williams, students must complete a program evaluation in order to receive academic credit toward the Williams degree.

The Williams Tutorial Program
The Tutorial Program offers Williams students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No courses are required to take a tutorial, but only student with the appropriate qualifications and interests is invited to do so. Tutorials at the 100/200 level are designed primarily for first-year students and may only be taken if they are usually given enrollment preference for such courses, though interested juniors and seniors are also welcome. Tutorials at the 300/400 level are designed primarily for juniors and seniors (and, often, for majors in the discipline); first-year students and sophomores are welcome to apply, but are urged to consult the instructor before registering.

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

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are conducted. Tutorials are instructor-led, and usually limited to ten students. At the start of the term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all the tutorial students to make assignments and to be better informed to facilitate the students’ independent work. But the heart of every tutorial course is the weekly meeting of the two students with the instructor.

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

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

More information: Students pre-register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students who do not drop tutorial after the first scheduled day of organizational meetings each semester. It is therefore important that students determine, before the start of the term, their interest in and commitment to the course. If they are uncertain whether they wish to take the tutorial, they should consult with the instructor.

More information: Students may obtain detailed information about particular tutorials from the course descriptions and the instructors. (All tutorials have a T after the course number.) For general information, advice, or suggestions about the program, please contact the Bojana Mladenovic, Tutorial Program Director.

Williams-Exeter Programme at Oxford University
Williams offers a year-long programme of study at Oxford University in cooperation with Exeter College, Oxford. Based at Ephraim Williams House, Williams’ study center at Oxford, the Programme is designed to offer the fullest possible integration of the students into the intellectual and social life of one of the world’s great universities, and to provide students with an introduction to the Oxford tutorial system and the Oxford three-term calendar is followed.

Interested students should consult the Office of International Education and Study Away.

Williams-Mystic Maritime Studies Program
The William-Mystic Maritime Studies program offers students a unique opportunity to explore the ocean, to travel the Atlantic, Pacific and Gulf Coasts, and to undertake original research into maritime humanities and sciences. A term at Williams-Mystic satisfies both a semester's credit and one winter study requirement, as well as intensive writing course credit. Four Williams courses are offered as an integrated, multidisciplinary curriculum in the semester-long program at Mystic Seaport, in Mystic, Connecticut: Maritime History, Literature of the Sea, Marine Policy, and either Marine Ecology or Oceanography (see the American Maritime Studies section in this catalog). Williams College faculty members teach all four courses, in an effort to provide meaningful integration between them.

During the fall semester students go aboard a tall ship, a field seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and inter-disciplinary exercises. Students live in historic, cooperative, coed houses at Mystic Seaport, the world’s largest living maritime museum, and have full access to world-class maritime collections, a maritime library, well-equipped laboratory, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches at sea). Students also participate in maritime skills under professional instruction, with choices such as blacksmithing, climbing aloft and setting square sails, music of the sea, or small boat handling and sailing.

Williams-Mystic seeks candidates who are willing to try new things and work in a challenging academic environment. No sailing experience necessary, and all majors are welcome—a typical semester at Williams-Mystic is represented by 12 to 14 different majors spanning the sciences and humanities. Sophomore, junior or senior standing; interested candidates should contact Williams-Mystic at admissions@williamsmystic.org, call (860-572-5359), or visit the website (www.williams.edu/williamsmystic). College students may study away for full year and also attend the Williams-Mystic program for a semester in the sophomore, junior or senior year.

ACADEMIC STANDARDS AND REGULATIONS

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, attendance at and active participation in classes are expected of students. Students who fail to meet these standards may be warned by the instructor and notice sent to the Dean that continued absence could result in their being dropped from the course. Attendance is required at all parts of the Winter Study Program, and a course cannot be dropped after the designated course change period. Students who do not attend the first class meeting in a semester course or Winter Study Project may be required to withdraw by the instructor. Attendance is required at all parts of the Winter Study Program, and a course cannot be dropped after the designated course change period. Students who do not attend the first class meeting in a semester course or Winter Study Project may be required to withdraw by the instructor. Attendance is required at all parts of the Winter Study Program, and a course cannot be dropped after the designated course change period.

Registration for fall and spring semesters and for the Winter Study Program takes place at designated periods during the academic year. There may be a $5 per day late fee for any registration changes accepted after the announced deadlines, including the subject designation for cross-listed courses.

New students register online in early summer; soon after arrival at Williams, they meet with their assigned Academic Advisors to discuss the curriculum and their course selections. All course changes for new students are made after these meetings. During the first two years of study, students are limited in the number of courses they may take in one department or subject each semester as follows:

a) First-year students may take no more than one course with the same course prefix, nor more than two courses with the same course prefix, nor more than three in one department, in a semester.

b) Sophomores may take no more than two courses with the same course prefix, nor more than three in one department, in a semester.

c) Sophomores may take no more than three courses with the same course prefix, nor more than four in one department, during the full year.

d) A student may take no more than a total of five courses with the same course prefix, nor more than eight in one department, during the first two years.

e) Any exception to the above early concentration rule may be requested by a petition (goldenrod) to the Committee on Academic Standing (C.A.S.) filed at the time of registration.

Course Change Period
Course changes may be made during a designated period at the beginning of each semester. No course changes may be made after that period except with the approval of the Committee on Academic Standing, after consultation with the appropriate department and the Director of Psychological Counseling Services.

Registration for fall and spring semesters and for the Winter Study Program takes place at designated periods during the academic year. There may be a $5 per day late fee for any registration changes accepted after the announced deadlines, including the subject designation for cross-listed courses.

Students may take up to 3 courses on a pass-fail basis (but no more than one per semester). Students may designate a course pass-fail at any point after drop/add up to the tenth week of the semester. Once a course has been designated pass-fail, however, this designation cannot be changed. Students may receive a “P” in a pass-fail course will be recorded as an “E” on students’ records and will count toward the GPA, but a “P” will not.

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

Students may have the option of designating any of their courses not eligible for the pass/fail option.

Fifth Course Option
Except in the case of the unbalanced course program described above, a student may, by the end of drop/add, enroll in a fifth course that must be designated as an extra graded course. An extra course may be dropped any time up to the sixth week of the semester. If a student chooses to continue in the course and the course pass/fail is not required for the pass/fail option, be, or she must decide by the tenth week whether to complete the course on an A–E graded basis or change the course to pass/fail. An extra course graded "Pass" may not be used to fulfill distribution or major, concentration, or certificate requirements of or to make up a deficiency incurred in a prior term, but not to accelerate graduation. The grade received will be included in the calculation of the student’s cumulative grade-point average.

Winter Study Projects
Students must pass a Winter Study Project in each of their four years. Winter Study Projects, Pass, and Perfunctory Pass will be taken as a course in the major for which the A–E grading system applies. A transcript of a student’s cumulative academic record is available from the Registrar’s Office upon written request. Transcripts will not be issued for students who are in financial arrears. Provisions relating to student records, access to them, and safeguards on their use are in the Student Handbook.

First-Year Student Warnings
In the middle of each semester, instructors report to the Registrar those first-year students whose grades at that time are unsatisfactory. The students must be given notice of deficiencies and an opportunity to present satisfactory explanations to a dean before they are permitted to make up the deficiencies. If a student is absent from a final examination, a make-up examination may be given only with the permission of a dean and at a time determined by the instructor. No extensions will be granted beyond the examination period or better in each course in the major taken in the first two years of residence after it has become evident that he or she is either unable or unwilling to maintain reasonable standards of academic achievement. At the end of each term, the Committee on Academic Standing reviews all academic records that fail to meet the following minimum academic requirements:

1) in the case of a first-semester failure of a year-long language course, obtain a grade of at least C minus in the work of the second semester of that course. The failure for the first semester will, however, remain on the student’s record and will be included in the cumulative grade point average.

A deficiency must normally be made up before the start of the following academic year. In no case may a deficiency incurred in the spring semester, no later than the following fall semester. A student may, in consultation with the Dean’s Office, petition the Committee on Academic Standing for an alternate plan.

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 academic achievement. At the end of each term, the Committee on Academic Standing reviews all academic records that fail to meet the following minimum academic requirements:

1) obtain a grade of at least C minus in the work of the second semester of that course. The failure for the first semester will, however, remain on the student’s record and will be included in the cumulative grade point average.

A deficiency must normally be made up before the start of the following academic year. In no case may a deficiency incurred in the spring semester, no later than the following fall semester. A student may, in consultation with the Dean’s Office, petition the Committee on Academic Standing for an alternate plan.

Students who are required to resign from the College for academic reasons are normally not permitted to return for at least one year from the date of their resignation. A student who has been required to resign from the College may petition the Committee on Academic Standing through the Dean for reinstatement on the condition that all deficiencies must be made up and a letter submitted to the Committee that offers convincing evidence that the student is ready and able to complete work toward a degree in Williams without further interruption.

Students who 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. A student who fails to meet minimum academic standards in his or her final semester at Williams may be required by the Committee on Academic Standing to meet them by earning grades of at least C minus elsewhere before the B.A. will be awarded. If such work is required, it must be completed within three years and stipulated otherwise, and the courses must be approved in advance by the Registrar.

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

Students may request permission from a dean to withdraw at any time. If a student is granted a personal leave of absence before the semester begins, but before the end of the drop/add period, the transcript will list the date of withdrawal as the day before the term began. If a personal leave is granted after the end of the drop/add period, but before the end of the eighth week of the semester, the transcript may list the date of withdrawal as the day before the semester begins. No withdrawals will count toward the maximum of eight allowed to complete the degree. If a personal withdrawal is allowed after the eighth week of the semester, the transcript will list the date of withdrawal and the courses in progress, each with a W; the semester will normally count toward the maximum of eight allowed to complete the degree and the student will incur deficiencies that must be made up before returning to the College.

Refunds
Payment refund or credit in the event of withdrawal can be found online: http://web.williams.edu/admin/registrar/geninfo/expenses.pdf.

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 in the major taken in the first two years of college and Honors or Pass on any Winter Study Project taken in the major department. Students may request permission (or program chairs may look at grades behind pass-fail courses.) A senior may enter a major only upon the approval of the department or program chair and the Committee on Academic Standing.

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

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

Eligibility for Extracurricular Activities
A student is eligible to represent the College in any athletic, dramatic, literary, or musical event and be in the student government, or other organization as a member, substitute, or officer, unless he or she is declared 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 violation of the Honor Code.

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 attain a semester average of 3.50 or higher in a program of four or more courses taken on an A-E graded basis are placed on the Dean’s List for that semester. (Note: students with three courses taken on an A-E graded basis and one pass-fail course are not eligible for 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 3.3 and Honors or 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 five percent of the class, ranked by cumulative grade point average, shall be eligible for election to membership in provided they have met the requirements and have completed all 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 12.5 per cent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements.
4) Students shall be eligible for election only if they have been students at Williams College for at least two years.
5) Honorary members may be elected from distinguished alumni of at least twenty years’ standing. No more than one such member shall be elected each year.
6) Any student who shall have gained his or her rank by unfair means or who in the judgment of the Dean of the College is not of good moral character is ineligible to election.
7) The name of a member elect shall be entered on the roll only after he or she has accepted the election and has paid to the Treasurer the regular entrance fee.
8) Any undergraduate 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.
9) Any undergraduate member who is expelled from the College shall be deprived of membership in the Society.
10) While connected with Williams College as professor, associate professor or assistant professor, or an officer of 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.
11) While connected with Williams College as professor, associate professor or assistant professor, or an officer of administration, 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, an 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. Awards 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. The right to a degree may, however, be forfeited by misconduct at any time prior 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. Diplomas will not be authorized for students who have not paid College charges or have not returned all books belonging to the library.

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

- 35% of the graduating class — Bachelor of Arts cum laude or higher
- 15% of the graduating class — Bachelor of Arts magna cum laude or higher
- 2% of the graduating class — 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. For a self-directed citation tutorial, please see The Eph Survival Guide at: http://web.williams.edu/wp-etc/acad-resources/survival_guide/. For a complete description of honor and discipline procedures, please see: http://sites.williams.edu/honor-system/

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 promptly. All 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 recommending to the Dean appropriate punishments. Several faculty members 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 both the Dean and the President of the College.

Any amendments to this statement must be made through a student referendum in which two–thirds of those voting support the amendment. These alterations must be ratified by the faculty.

Adopted 1971
Guidelines
Instructors are encouraged to submit to the Honor Committee a written statement defining how the Statement of Academic Honesty applies to their courses or laboratories and to explain such guidelines to their students. 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 requirements for laboratory exercises. Some instructors encourage cooperation among students but others do not. If a student is unsure how the Honor Code applies in a particular situation, it is ultimately the student’s responsibility to find out from his or her professor, or from a member of the Honor Committee, how the Honor Code applies in that situation. All members of the honor system can last for as long as both the students and the faculty work together to create a true academic community.

In all written material, including ungraded assignments and drafts, 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 academic 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.

The basic rules of attribution require that:

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. In every instance, 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 or concurrent work must be acknowledged; thus, a student must obtain the prior permission of all instructors concerned before submitting substantially all or part of the same paper in more than one course.

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

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.

Payment of Term Bills
College bills for one–half of all tuition and fees are available online to students (and other authorized payers) twice a year (in mid–July and mid–December) for payment by August 15 and January 15; a fee of $250 may be charged if
payment is received after these dates. Term bills must be paid before the semester’s classes begin or the student may not be permitted to enroll in classes or remain in residence at the College. Billing statements for accounts with outstanding balances or current activity will be issued online monthly and are due upon receipt.

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

**College Bills**

College charges for tuition, room, board, and fees for the academic year 2016–2017 are as follows:

- **Tuition**: $51,490
- **Board**: 6,760
- **Room**: 9,360
- **Activities and Residential House Fees**: 300

<table>
<thead>
<tr>
<th>Estimated cost</th>
<th>exclusive of travel expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>$800</td>
<td>$2,300</td>
</tr>
<tr>
<td>Clothing, Laundry, Recreation</td>
<td>approximately 1,500</td>
</tr>
</tbody>
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The student’s term bill and a “return payment fee” of $30.00 will be assessed. The College reserves the right to require that payment be made in the form of cash, cashier check or money order.

Some students with bills still unpaid at the start of the semester who have not made satisfactory arrangements with the Bursar are subject to a $250 late fee and may not be permitted to enroll in classes, register a vehicle, participate in the housing lottery/room draw, or remain in residence at the College. Furthermore, if arrangements for payment after the start of the semester are approved by the Bursar and the expected payments are not made on time, these students are subject to these same restrictions.

If efforts by the Bursar’s Office to collect the monies owed are unsuccessful, the account could be placed with a collection agency, and if the delinquency persists, the College’s experience with the account may be reported to a national credit bureau. It is the policy of the College to pass on to the debtor all reasonable costs associated with collection of the debt through a collection agency. If at any time the student believes information concerning payment delinquency is inaccurate, they should notify the College c/o Bursar’s Office, P O Box 406, Williamstown, MA 01267.

There are several loan options available to parents through outside sources. These include the Federal PLUS Loan program and the MassPlan Loan through the Massachusetts Educational Financing Authority (MEFA). Information on these loans can be found in the Guide to Financing Your Williams College and www.meфа.org.

Williams also offers an installment payment plan, administered by Tuition Management Systems whereby the charges for each term are paid in five equal installments (July through November for fall term and December through April for spring term), with no interest charges. There is also a 4-month plan available (August through November for fall term and January through April for spring term). There are no income restrictions. Monthly payments will be the total cost (or adjusted yearly credit) divided by 5 or 4 months. There is an enrollment fee per term for this program. Information on the payment plan can be obtained by contacting Tuition Management Systems at 800-208-5804 or service@afford.com.

**Refund Policy**

Federal regulations require that all educational institutions disclose their refund policy to all prospective students. In accordance with that regulation, below is the Williams College Refund Policy for the 2016–2017 academic year.

**FALL SEMESTER 2016**

<table>
<thead>
<tr>
<th>Date of withdrawal</th>
<th>Description</th>
<th>Percent of Tuition paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of classes Sept 8</td>
<td>100% Tuition, room, board</td>
<td>Prior to start</td>
</tr>
<tr>
<td>Week 1</td>
<td>Sept 8 to Sept 14</td>
<td>90% Tuition, board only*</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sept 15 to Sept 21</td>
<td>80% Tuition, board only*</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sept 22 to Sept 28</td>
<td>70% Tuition, board only*</td>
</tr>
<tr>
<td>Week 4</td>
<td>Sept 29 to Oct 5</td>
<td>60% Tuition, board only*</td>
</tr>
<tr>
<td>Week 5</td>
<td>Oct 6 to Oct 12</td>
<td>50% Tuition, board only*</td>
</tr>
<tr>
<td>Week 6</td>
<td>Oct 13 to Oct 19</td>
<td>40% Tuition, board only*</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct 20 to Oct 26</td>
<td>30% Tuition, board only*</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct 27 to Nov 2</td>
<td>20% Tuition, board only*</td>
</tr>
<tr>
<td>No refund after November 2, 2016</td>
<td>*</td>
<td>No refund after Mar 28, 2017</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER 2017**

<table>
<thead>
<tr>
<th>Date of withdrawal</th>
<th>Description</th>
<th>Percent of Tuition paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of classes Feb 1</td>
<td>100% Tuition, room, board</td>
<td>Prior to start</td>
</tr>
<tr>
<td>Week 1</td>
<td>Feb 1 to Feb 7</td>
<td>90% Tuition, board only*</td>
</tr>
<tr>
<td>Week 2</td>
<td>Feb 8 to Feb 14</td>
<td>80% Tuition, board only*</td>
</tr>
<tr>
<td>Week 3</td>
<td>Feb 15 to Feb 21</td>
<td>70% Tuition, board only*</td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 22 to Feb 28</td>
<td>60% Tuition, board only*</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 29 to Mar 5</td>
<td>50% Tuition, board only*</td>
</tr>
<tr>
<td>Week 6</td>
<td>Mar 6 to Mar 13</td>
<td>40% Tuition, board only*</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mar 14 to Mar 20</td>
<td>30% Tuition, board only*</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar 21 to Mar 23</td>
<td>20% Tuition, board only*</td>
</tr>
<tr>
<td>No refund after Mar 28, 2017</td>
<td>*</td>
<td>No refund after Mar 28, 2017</td>
</tr>
</tbody>
</table>

*Housing and miscellaneous fees are not pro-rated after the start of classes. Coverage under the College’s student health insurance plan will continue for the length of the plan (August 15, 2016–August 14, 2017).

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

Repayment is first made to federal programs in the following order: Unsubsidized Federal Direct Stafford Loan, Subsidized Federal Direct Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG, Federal ACG, National Smart, Federal SSIG, Robert Byrd Scholarship. Any remaining credit balance reimburses other sources in the following order: Williams scholarship, other scholarships, other parent loan programs and family. Specific examples are available on request.

The College offers, through GradGuard, a Tuition Refund Plan which supplements the Williams College Refund Policy in certain circumstances. For more information contact GradGuard directly at 888-541-4843, customerservice@gradguard.com, or online at https://gradguard.com/tuition-insurance/partners/refCode=williams/tracking_code=co.williams.

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

Distinctive Undergraduate Scholarships

Williams College, through the Office of Financial Aid, administers over three hundred endowed scholarships, all of which are based on demonstrated need. Students who apply for financial assistance are automatically considered for these and other endowed scholarships. No separate application is required. Limited space prohibits the complete listing of these, but some deserve special mention because of their distinctive or important features:

BRONFMAN FAMILY FUND—Established in 1990 as part of the Third Century Campaign for international programs. The family’s support provides financial aid both for students coming to Williams from foreign countries and for U.S. students depending on their resources. The primary preference is to be given to students from Ireland.

CLASS OF 1936 MEMORIAL SCHOLARSHIP—Established in 1986 by members of the Class of 1936 and their families and friends as their 50th Reunion gift to the College. Preference is given to descendants of members of the Class of 1936.

CLASS OF 1957 SCHOLARSHIP—Established in 1982 by the Class of 1957 as its 25th Reunion gift to the College. This award honors several Juniors and Seniors each year who have successfully combined campus leadership with academic achievement.

POLLY AND WILLARD D. DICKERSON ’40 SCHOLARSHIP—Established in 1990 by members of the Class of 1940 on the occasion of their 50th Reunion in honor of Willard D. Dickerson ’40, Executive Director of Development Emeritus, and his wife Polly. For 32 years from their home in Williamstown the Dickersons cared for the College, the Class, and its members with great concern, affection, and pride. Awarded to young men and women of promise.

THE N. JANES R. AND PETER D. KIERNAN ’44 SCHOLARSHIP—Established in 1989 by Fleet Financial Group in memory of Peter D. Kiernan ’44, former chairman and CEO of Fleet/NoStar Financial Group, Inc. The scholarship was further endowed by Peter D. Kiernan III 75, and his wife Eaddo, in memory of his father and in honor of his mother, Mary Agnes R. Kiernan. Seven scholarships are awarded annually, with preference given first to Fleet employees and their children or to residents of regions served by Fleet Financial Group (notably New England, New York, and New Jersey). A secondary preference is to be given to students from Ireland.

JOHN W. LASELL SCHOLARSHIP—Established in 1952 by five members of the Lasell family in memory of John W. Lasell of the Class of 1920. Preference is given first to students of Whitinsville, then to other Massachusetts residents.

HERBERT H. LEHMANN SCHOLARSHIP—Established in 1964 by Mrs. Lehman as a memorial to her husband, a former New York Governor and U.S. Senator, who graduated from Williams in 1899. Fifteen to twenty upperclass students are selected each year on the basis of service to both the Williams and wider community.

MORRIS AND GLADYS LEWY SCHOLARSHIP—Established in 1983 by Morris and Gladys Lewy, parents and grandparents to two Williams graduates. Preference is given to these awardees as a memorial to pre-medical students.

JOHN J. LOUIS, JR. ’47 SCHOLARSHIP—Established in 1976 by the late John J. Louis, Jr., former Trustee of Williams, for general scholarship purposes. Preference is given to students from Illinois.

RALPH PERKINS ’09 SCHOLARSHIP—Established in 1960 by the family of Ralph Perkins, a member of the class of 1909. Preference in this award is to be given to students from Ohio.

FREDERICK H. ROBINSON ’16 MEMORIAL SCHOLARSHIP—Established in 1927 by the late Mrs. Dorothy S. Robinson in memory of her husband, a member of the Class of 1920. Preference in this award is to be given to students who demonstrate interest in music.

SPENCER FAMILY SCHOLARSHIP—Established at Williams in 1991 by Mrs. Harriette Spencer, a former Trustee of the College, in honor of her husband’s (Edson W. Spencer ’48) 65th birthday and her great affection and respect for Williams College. Preference in this award is to be given to students of Native American, African–American, Latino, or Asian–American descent.

C. V. STARR SCHOLARSHIP—Established in 1981 by the C. V. Starr Foundation with preference to be given to international students.

FRANCIS SCOTIE SCHOLARSHIP—Established in 1921–22 by Frank Lynne Stetson, Class of 1887. Preference in these awards is to be given to students from northern New York.

JACOB C. STONE SCHOLARSHIP—Established in 1928 by Jacob C. Stone, a member of the Class of 1914, a Trustee of Williams, and a native of North Adams, Massachusetts. Preference in this award is to be given to students from Berkshire County.

Alumni Funded Tutorials

Tutorials bring a professor and two students together in weekly sessions that epitomize President James A. Garfield’s (Class of 1856) legendary statement: “The ideal college is Mark Hopkins on one end of the log and a student on the other.” Typically, two professors who have been teaching on demo students about arguments, about arriving at and defending a position, and about responding on the spot to questions, criticisms, and suggestions. They also promote critical reading, the writing of succinct analyses, and oral defense. The College recognizes the Classes of 1953, 1954, and 1979 with deepest appreciation for supporting tutorials with their generous 25th and 50th Reunion gifts. Williams is also pleased to recognize the following individuals and families who have created generous endowments to support tutorials, many in honor of their 25th and 50th Reunions: Hugh Garmenti 1954, David A. Gray 1954, Robert L. Guyett 1958, The Hunter Family, John D. Mabie 1954, and John H. Simpson 1979, The Testa Family.

PREPARATION FOR GRADUATE AND PROFESSIONAL STUDY

Although the principle function of Williams is to provide a broad and solid liberal education that will retain the value no matter what the 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. To that end, Williams offers a portfolio preparation 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 Academic Advisor, Ed Epping, can help the student narrow the search of programs that would best match the student’s needs. The specific requirements of all art and architecture schools offering Master of Arts and/or Master of Fine Arts is available from the College Art Association (CAA).

The College Art Association (CAA) has written: “Admission to (graduate) programs should be based on the nature, extent, and quality of undergraduate preparation, including courses in art history and other academic subjects. Quality of studio preparation can best be judged on the basis of careful evaluation of work done at the undergraduate level; therefore, a portfolio review (usually represented by slides) is regarded as an absolute necessity in the admission process.”

While many institutions consider the BFA to be the standard qualifying degree, the fact that the applicant has attended a BA– or BS–granting institution does not necessarily rule out acceptance in most MFA programs. Whatever the undergraduate degree, most entering graduate students tend not to be completely prepared in one or more of the areas cited above and will require remedial make-up work...

Some institutions use the MA degree as a qualifying prerequisite for final acceptance into MFA candidacy, allowing the student to apply the earned credits toward the higher degree.

Students are advised to take into consideration not only current minimum requirements but also recommended courses.

Business Administration

Williams offers no special course in preparation for a business career for graduate study in business administration. The qualities which are important to successful business people are as well developed by liberal education as they can be sought elsewhere. An ability to reason and to express oneself logically and clearly in written and oral exposition; a good understanding of the physical and social environment in which business operates; a solid background in quantitative skills; and an appreciation of the ethical dimensions of a problem. A portfolio of achievements and/or an MA or MFA program is recommended for most liberal arts graduates.

Although there is no particular major at Williams that is designated as preparation for the business world, students interested in futures in business are encouraged to undertake a broad educational program in the arts, humanities, and sciences. It is important that one gets involved in extra-curricular activities that provide leadership position, and pursuing relevant summer internships is critical.

Students interested in graduate work in business administration should consult with the Pre-MBA Advisor, Robin Meyer, at the Career Center.

Engineering

Many Williams graduates enjoy productive careers in engineering, applied science, or technical management. Successful engineers need to be able to communicate their knowledge in a way that is both precise and general. They should understand and the social dimensions of a problem. A prospective engineer should major in one of the sciences (usually physics, chemistry, computer science, or mathematics), while pursuing a broad liberal arts education at Williams. Most often he or she will complete a Williams B.A. in the usual four years and then go to an engineering school for professional training leading to a master’s degree or doctorate in engineering. While it may be necessary to make up a
few undergraduate engineering courses, the opportunities at Williams to participate in scientific research and the breadth of a liberal arts education prepare Williams graduates to succeed in engineering graduate study and in their careers.

The “Pre–Engineering” webpage can be found in the Physics Department section of the College website. It contains a list of Williams courses recommended to prospective engineers. Students interested in engineering also have the opportunity to complete the coursework at other institutions. Williams maintains exchange programs with California Institute of Technology, Thayer School of Engineering at Dartmouth College, and Rensselaer Polytechnic Institute. Williams students can arrange to study at one of these engineering universities during the junior year. Please see the “Exchange Programs” section of this catalog for more information. The 3–2 program offers an opportunity to study engineering at the undergraduate level at Columbia. Please see the “Combined Program in Engineering” section for information.

Pre–engineering advisor, Professor Jefferson Strait, will be happy to help plan course selections and to discuss the possible paths to a career in engineering. Many more details about pre–engineering.

Law

Williams graduates regularly proceed directly to law schools on the strength of their liberal arts education. As a rule, law schools do not require particular pre–law curriculum for undergraduates. Consequently, liberal arts students who desire admission to law schools can prepare for the law school in a wide variety of ways. The more a student can do to enhance his or her undergraduate record, the better. The College has a very active on–campus educational recruiting program that includes regular visits from the leading law schools from around the country. Please see the WCC calendar for notice of these visits. Michelle Shaw ’95, at the Career Center. Also, on a regular basis, law schools conduct interviews on the Williams campus.

Students intending to study law should consult with the Pre–Law Advisor, Michelle Shaw, in the Career Center. Also, on a regular basis, law schools from around the country will visit Williams to provide information and to answer questions from potential applicants. Check the WCC calendar for notice of these visits.

Religious Study

There is no particular path through the Williams curriculum designed or recommended for students intending to prepare for a career as a religious professional, enroll in a seminary or pursue theological education. Undergraduate study in many fields within the liberal arts curriculum can be useful to the prospective minister, priest, rabbi, imam, or teacher of religion. Students interested in beginning the preparation for an academic career in teaching or scholarship should give serious consideration to concentrated undergraduate study in the field, in consultation with faculty advisors in the Department of Religion.

Students interested in teaching at independent elementary– or secondary–level schools should plan to complete the major in education as an undergraduate while at Williams. Those interested in teaching at the elementary or secondary level should plan to complete the major in education as an undergraduate while at Williams. The Education Department has a very active on–campus educational recruiting program that includes regular visits from the leading law schools from around the country. Please see the WCC calendar for notice of these visits. Michelle Shaw ’95, at the Career Center. Also, on a regular basis, law schools conduct interviews on the Williams campus.

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GRADUATE PROGRAMS AT WILLIAMS

Master of Arts in Policy Economics

The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program designed to lead to the degree of Master of Arts in Policy Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in the public sector. The curriculum requires courses in development economics, macroeconomics, microeconomics, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Course electives for 2016-2017 include the following: developing country macroeconomics II; financial development and regulation; taxation; international finance; and safety nets; and micro–simulation for policy analysis. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the CDE. Admission to the master’s degree program is highly selective, with several hundred applicants each year for approximately 30 places. Candidates normally have a B.A. or B.Sc. degree with above average grades in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave. More information is available on the CDE website, cde.williams.edu. All communications relating to the degree of Master of Arts in Policy Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, MA 01267, or e-mail cde@williams.edu.

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 program is open to undergraduates with an interest in history of art, to students who wish to pursue a second major of students a thorough professional preparation for careers in the visual arts, including schools and museums, and to enable them to pursue further research whether independently or at institutions offering higher graduate study. Candidates normally have a B.A. or B.Sc. degree, but the program is highly selective, with several hundred applicants each year for approximately 30 places. Candidates normally have a B.A. or B.Sc. degree with above average grades in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave. More information is available on the CDE website, cde.williams.edu. All communications relating to the degree of Master of Arts in Policy Economics should be addressed to the CDE, Assistant Director, 1065 Main Street, Williams College, Williamstown, MA 01267, or e-mail cde@williams.edu.

Pre–College and College Teaching/Research

A central 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. Those interested in teaching at the undergraduate level should plan to obtain state certification. A series of courses and seminars are offered in the Department of Education to help students gain experience and prepare for graduate school admission. In certain fields, upwards of twelve courses are listed as prerequisites. The general requirements for many programs are outlined in “Choosing First Year Courses,” but each student considering advanced study in health fields should meet with the Health Professions Advisor early in the college career to ensure that planned coursework will satisfy admissions requirements.

Jane Cary, the Health Professions Advisor, will be happy to discuss goals and specific steps that might help a student realize them. Detailed information is available at the Health Professions website (http://careers.williams.edu/grad-school/pre-health/).

Teaching After Williams

There are many options for teaching after Williams, including independent and public school teaching. Many states now offer streamlined programs to certify public school teachers, and many states offer a wide range of options for acquiring certification while you teach.

Students interested in teaching may want to consider participating in the Program in Teaching at Williams which is designed to enable undergraduates to gain teaching experience and to consider graduate school options. The program involves working with experienced teachers and provides teaching experience in local schools. There are many opportunities to do teaching internships and study education as an undergraduate while at Williams.

Students interested in college teaching should consult with the chairs of the departments in which they are interested in teaching at the elementary and secondary level should consult with the Director of the Program in Teaching. Additional advice for both of these options is also available at the Career Center.

PRIZES AND AWARDS

George Olmsted Jr., Class of 1924 Prizes
Awards for excellence in teaching to four secondary school teachers nominated by members of the senior class.

**Prizes in Special Studies**

**JOHN SABIN ADRIANCE 1862 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.

**ROBERT G. BARROW MEMORIAL PRIZE FOR MUSIC COMPOSITION.** Established in 1989 in memory of Robert Barrow, professor of music at Williams 1939–1976, to be awarded to a qualified music student on the basis of his/her accomplishment in music composition at Williams College and on promise as a composer.

**OLGA R. BEAVER MEMORIAL PRIZE IN MATHEMATICS.** From a fund established in 2013 by a group of friends and family in memory of Olille Beaver, former chair of the department of mathematics, to be awarded to a senior who has made extraordinary contributions to the mathematics and/or statistics community.

**ERASTUS C. BENEDICT 1821 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, and mathematics.

**RUSSELL H. BOSTERT THESIS PRIZE IN HISTORY.** A cash prize established in 1990 by Roger L. Headrick 1958 in honor of Professor Bostert, Stanfield Professor of History, on the occasion of his retirement after forty–two years as a member of the Williams faculty, and awarded to an Honors student for the best thesis in American History, with special consideration to inter–American relations or Sino–American relations.

**ERNEST BROWN AFRICAN ARTS PRIZE.** In appreciation of Ernest Brown’s steadfast and inspired service to Africana Studies as a Professor, as Director of the Zambezi Marimba Band and as Co-Director of Kusika, this cash prize is given to a senior whose work has shown unusual brilliance, imagination, and industry in the performing arts, especially the music of Africa.

**KENNETH L. BROWN 1947 PRIZE IN AMERICAN STUDIES.** From a fund established by his parents in memory of Kenneth L. Brown, 1947, a cash prize is awarded annually to a senior majoring in American Studies.

**NATHAN BROWN PRIZE IN HISTORY.** In honor of Nathan Brown, a professor of history at Williams, the prize is awarded annually to a senior who has demonstrated the highest excellence in English.

**JEAN DONATI STUDENT EMPLOYEE AWARD IN MUSIC.** Established in 1993 by Mrs. L. Carrington Goodrich to honor her son, Professor Frank C. Goodrich, 1945. An award in Chemistry given each year to a student (or students), chosen by the chemistry faculty who demonstrated excellence in chemistry research. This award supports travel to professional meetings where the student may present his or her research.

**WILLIAM C. GRANT, JR. PRIZE IN BIOLOGY.** A cash award to recognize graduating biology major who has demonstrated the highest excellence and greatest insights in integrating different fields within the biological sciences.

**LAWRENCE S. GRAVER PRIZE IN THEATRE.** A cash prize to a junior or senior showing great potential in the performing arts as exemplified through excellent performance in the arts.

**FREDERICK C. HAGEDORN, JR. 1971 PREMEDICAL PRIZE.** From a fund created in 1971 by friends and the family of Frederick C. Hagedorn, Jr., 1971, in his memory, a cash prize is awarded to a premedical student entering the second year of the program of medicine at Williams College.
experience reflects outstanding community service involvement with Berkshire County.

WILLIAM W. KLEINHALDER PRIZE FOR EXCELLENCE IN MUSIC. Established in 1991 in memory of William Kleinhalder, 1950, as an annual prize for excellence by a student in the department of Music.

ROBERT M. KOZELKA PRIZE IN STATISTICS. In 2000, the new Department of Mathematics and Statistics established the annual Kozelka Prize in Statistics to recognize outstanding scholarship in this field. The prize honors the former chair and statistician, Robert M. Kozelka, who was widely recognized for his applications of statistics in the social sciences, especially anthropology.

WILLIAM W. KLEINHALDER PRIZE IN POLITICAL SCIENCE. From a fund established in 1987 by the political science department in memory of Professor Richard W. Krouse (1975–1986), awarded annually to a junior or senior who has done distinguished work in Political Science and who best exemplifies the intellectual and humane qualities that characterized the life of Professor Krouse.

JACK LARNED 1942 INTERNATIONAL MANAGEMENT PRIZES. In memory of Jack Larned, 1942, two annual prizes are awarded for student research in international management; one for undergraduate studies and the other for graduate students at the Center for Development Economics. Selections are made by the faculty members who teach architecture, shows the greatest achievement and promise in economic development and related fields.

LINEN SENIOR PRIZES IN ASIAN STUDIES. Three prizes to graduating seniors who achieve distinction and show outstanding promise. One prize to an Asian Studies major; one prize each to any senior, whether a major in the Department of Asian Studies or not, who has taken Chinese language and Japanese language during her/his Williams career.

LINEN SENIOR THESIS PRIZE IN ASIAN STUDIES. Prize to a graduating senior who has written an English thesis. The prize is awarded to one major in the Department of Asian Studies, but also open to non–majors who write a highest honors thesis, with a substantial focus on Asia, supervised by a member of the Asian Studies faculty.

H. GANSE LITTLE PRIZE IN RELIGION. Established in 1997 by former students to honor Professor Little, who taught in the religion department at Williams from 1963–1997, to be awarded to a senior major for excellence in the study of religion.

EDWARD GOULD SHUMWAY 1871 PRIZE IN ENGLISH. In memory of Edward Gould Shumway, 1871, a fund has been established by his daughter, Mrs. Margaret Shumway Boyer, and endowed by the family and friends in memory of Shirley Stanton, who served the college community through the music department and the Conference Office. Awarded to that graduating senior who has written and defended an Honors thesis in the field of transnational or non–Western History. The Prize will be awarded periodically in years when senior Honors students in History have written a thesis of exceptional merit in these fields. The Prize is in honor of former President Sawyer, who foresaw and commitment to the College and to the Department of History led to the first expansion of the Department’s offerings outside the fields of U.S. and European history.

SCHIEFFLEY AWARD. This award, in the name of Lewis and Andrew J. W. Schieffley (the first director of the Center for Environmental Studies) is given in recognition of outstanding environmental leadership.

ROBERT C. L. SCOTT PRIZE FOR GRADUATE STUDY in Economics. A cash prize from a fund established by former students of Professor Robert C. L. Scott to honor his years of service to Williams and awarded to a senior Honors students in history who is planning to attend graduate school in the field of American or European history.

JAMES F. SKINNER PRIZE IN CHEMISTRY. Established in 1988 by the family of James F. Skinner and Dr. Margaret F. Skinner, 1972, Professor of Chemistry 1966–1988, in memory of his dedicated service to his students, Williams College, the chemistry department, and the community. A cash prize is awarded annually to a member of the graduating class who has been accepted for the first year of graduate study in chemistry, and shows outstanding promise for both teaching and scholarship.

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 1943–1944, the department of history awards a book to the first–year student or sophomore who writes the best essay in a course in American History.

HOWARD P. STABLER PRIZE IN PHYSICS. Awarded to the student who has demonstrated the initiative, creativity, perseverance, and achievement, especially in a senior thesis. The award is named for Professor Emeritus Howard Stabler. It was established in gratitude for Professor Stabler’s excellent direction of so many honors theses in Physics over the years.

D. LAZLO G. VERSENYI MEMORIAL PRIZE. In memory of Laszlo G. Versenyi, Mark Hopkins Professor of Intellectual and Moral Philosophy, who taught at Williams from 1921–1948, to be awarded to one student selected by the chairman of the philosophy department as the outstanding philosophy student for the year.

The award is open to juniors, sophomores, or first year students, whether majors in the Department of Asian Studies or not. It consists of round–trip transportation to Japan, plus up to $1,000 to cover costs associated with an approved seminar or conference, or to conduct an approved independent research project.

CARL VAN DUYNE PRIZE IN ECONOMICS. Established in 1983 by family, colleagues, friends, and the Philip H. Seaman Fund in memory of Carl Van Duyne, Associate Professor of Economics at Williams who died in 1983. Selection made by the economics department faculty from among juniors who are economics or political economy majors who have exhibited “not only a technical mastery, but also the inquisitive mind and motivation of a true scholar.” This prize provides a “stipend for the senior year as well as another for the first year of graduate school if the recipient goes on to do graduate work in economics.” In addition, a Van Duyne Scholar receives a stipend if he is able to devote the summer before the senior year to full–time research in Economics.

LASZLO G. VERSENYI MEMORIAL PRIZE. In memory of Laszlo G. Versenyi, Mark Hopkins Professor of Intellectual and Moral Philosophy, who taught at Williams from 1921–1948, to be awarded to one student selected by the chairman of the philosophy department as the outstanding philosophy student for the year. Students write a thesis of exceptional merit in these fields. The prize, in recognition of Professor Versenyi’s brilliant abilities in those languages.
undergraduate in the field of Africana Studies.

The Michael Davitt Bell Prize. This prize, established by Michael Davitt Bell, who is a professor of economics and chairman of the English department, recognizes the best essay on a topic in American literature. The essay can be a Senior Honors Thesis or any other outstanding American literature essay submitted by a Williams student.

The Henry Rutgers Conger Memorial Literary Prize. From a fund established by members of the class of 1889, 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.

The James Dunbar Student Life Prizes. A cash prize, established by bequest from Philip R. Dunbar, Class of 1900, for a significant written work, published or unpublished, on any aspect of student life focused on any local, national or global issues affecting college or university students.

The Arthur H. Graves Prize. From a fund established by the family of Arthur H. Graves, Class of 1883, in memory of their father, a cash prize is awarded each year 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 during a student's senior year in the social sciences or economics.

C. David Harris Jr. 1963 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 paper on a topic of political philosophy or empirical political science. 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.

Richard Lathers 1877 Essay Prize in Government. From a fund given by Richard Lathers, 1877, a prize 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.

The Ursula Prescott Essay Prize in Political Science. Established in 1999 from a bequest to the Political Science Department given by Ursula Prescott, a Williamsstown resident who had taught many political science classes in her retirement, a cash prize is awarded to the senior who writes the best essay on a topic in political philosophy or empirical political science. 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.

The Sterling A. Brown, 1922, Citizenship Prize. Initially established in 1922 as the first bequest by a Williams graduate to bequested for the benefit of the undergraduates of the College in the field of Africana Studies, this prize honors Sterling A. Brown, Class of 1922, retired Professor of English at Howard University. Awarded to the graduating senior whose class position reflects outstanding leadership and involvement in campus affairs, academic achievement, and communication of new ideas, with preference to be given to members of the Black Student Union.

The William Bradford Turner 1914 Prize in History. From the income of a fund given by the family of William Bradford Turner, 1914, who was killed in action in France in September, 1918, a cash prize is awarded for the best essay on a topic in American, European, or international history.

The Benjamin B. Wainwright 1920 Prize in English. From a bequest of Benjamin B. Wainwright, 1920, a cash prize for the best short story submitted by a student who is a junior or senior, and majoring in English.

The David A. Wells Prize in Political Economy. From the bequest of David A. Wells, 1847, a prize is 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. The successful essay may be printed and circulated by the College.


The Charles R. Alberti 1919 Award. Established in 1994 by gifts from his son and grandson, Charles R. Alberti ’50 and C. Christopher Alberti ’75, an annual cash prize for a student body who has significantly enhanced the sense of community on campus and who has the potential for doing so in wider communities in the future.

The Erland A. Brown, 1922, Citizennship Prize. Initially established in 1974 by three members of the Class of 1974 and carried on by the Afro-American Studies Program, this prize honors Erland A. Brown, Class of 1922, retired Professor of English at Howard University. Awarded to the graduating senior who has demonstrated personal and ethical integrity and sound judgment in the exercise of leadership and involvement in campus affairs, academic achievement, and communication of new ideas, with preference to be given to members of the Black Student Union.


The Charles R. Alberti 1919 Award. Established in 1994 by gifts from his son and grandson, Charles R. Alberti ’50 and C. Christopher Alberti ’75, an annual cash prize for a student body who has significantly enhanced the sense of community on campus and who has the potential for doing so in wider communities in the future.

The Erland A. Brown, 1922, Citizenship Prize. Initially established in 1974 by three members of the Class of 1974 and carried on by the Afro-American Studies Program, this prize honors Erland A. Brown, Class of 1922, retired Professor of English at Howard University. Awarded to the graduating senior who has demonstrated personal and ethical integrity and sound judgment in the exercise of leadership and involvement in campus affairs, academic achievement, and communication of new ideas, with preference to be given to members of the Black Student Union.

The James C. Kellogg III 1937 Award. The award is to be given annually to a Williams student who has made a significant contribution to the development of Multiculturalism and building community as a Williams College Community Builder.

The William Williams Multicultural Center Student of the Year Award. Given to the graduating senior who, in his/her four years at Williams, personified the tenets and ideals of Multiculturalism and through his/her activism worked towards its realization.

The 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.

The Serpentine Prizes. From a fund established by the family of Mr. and Mrs. John C. Regenstein, in appreciation of Karl Weston’s, 1896, great service to Williams College as teacher and as Director of the Lawrence Art Museum, a book prize is awarded to the undergraduates of the College, as judged by a committee from the Interfraternity Council of 1931 in memory of their fellow member, Allan Livingston Grosvenor. Awarded annually to the junior who has best demonstrated concern for the college community and beyond through exemplary service and who has served with the utmost integrity and reliability. The committee of award consists of the chairman and the secretary of the College Council and three other members selected by the Council.

The 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.

The Francis E. Bowker, Jr. Swimming Prize. A cup given by the late Francis E. Bowker, Jr., 1908, on which is engraved the name of the first–year student of the men’s swimming team who exhibited high qualities of sportsmanship that exemplify the traditions of women’s tennis at Williams College.

The Bourne–Chaffee Women’s Tennis Award. Presented in 1978 by the Alumnae Association, the award is given to the senior who has exhibited loyalty to the team, determination, perseverance under adversity, and hard working dedication to reach the maximum of her potential as a tennis player.

The Williams College Multicultural Center Student of the Year. Given to the graduating senior who, in his/her four years at Williams, personified the tenets and ideals of Multiculturalism and through his/her activism worked towards its realization.

The Rhetorical Prizes

The Shriram Multicultural Center Student of the Year. Given to the graduating senior who demonstrates outstanding leadership in developing Multiculturalism and building community as a Williams College Community Builder.

The Shriram College Multicultural Center Student of the Years. Given to the graduating senior who, in his/her four years at Williams, personified the tenets and ideals of Multiculturalism and through his/her activism worked towards its realization.

The Academic Prizes

The Franciscus C. Grose Prize. Established 1965 by the family of the late Francis E. Bowker, Jr., 1908, on which is engraved the name of the first–year student of the men’s swimming team who exhibited high qualities of sportsmanship that exemplify the traditions of women’s tennis at Williams College.

The Bierce Track Prize. Awarded annually to the female track athlete who has exhibited loyalty to the team, determination, perseverance under adversity, and hard working dedication to reach the maximum of her potential as a tennis player.

The Academic Prizes

The 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 and community.

W. Marriott Canby 1891 Athletic Scholarship Prize. A cash prize established by W. Marriott Canby, 1891, and awarded at
ROBERT B. MUIR MEN’S SWIMMING TROPHY. Presented in 1960 by Mr. and Mrs. George S. Dively, parents of Michael A. Dively, 1961. 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, 1944, a former Williams College swimmer. Awarded annually to the outstanding women varsity swimmer on the basis of performance, leadership, and sportsmanship.

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

ANTHONY PLANSKY AWARD. Given in 1953 by George M. Steinbrenner III, 1952, 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, 1914, donated by his father, S. S. Prince. Presented to the outstanding first-year student or sophomore woman member of the swimming team who best exemplifies the qualities of leadership, performance, and sportswomanship.

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 E. RA KOV 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, and who possesses superior qualities of leadership, aggressiveness, and determination.

ROBERT B. MUIR MEMORIAL TROPHY. Presented by Mr. Paul B. Richardson of Belmont, on which is recorded each year the name of the male swimmer or diver who wins the greatest number of points in dual collegiate meets during the swimming season.

DOUGLAS D. ROCKWOOD TENNIS CUP. In memory of Lieutenant Richard Burton Rockwood, 1916, 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.

DONALD E. ESPOSITO MEMORIAL 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 member of the varsity football squad who has made the most significant contribution to the varsity football team in his sophomore or 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 goal to which Charles D. Salmon contributed.

SCRIBNER MEMORIAL TENNIS TROPHY. Presented in 1954 by his friends in memory of Frederick M. Scribner, Jr., 1949, 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.

EDWARD S. SHAW 1962 MEMORIAL SQUASH AWARD. Awarded to that member of the Varsity Squash team who best exemplifies the ideals for which Coach Shaw stood during his years behind the bench. Presented as a tribute to the memory of Coach Shaw, to inspire the recipients in the years to follow to seek the same supreme goal to which William E. Simon sought to instill in his son, a former member of the Williams College Tennis Team.

CAROL GIRARD SIMON SPORTSMANSHIP AWARD. Given in the name of Carol Girard Simon to a student athlete who has shown the most improvement as voted by her teammates.

KATE HOGAN 27TH ANNIVERSARY OF WOMEN IN ATHLETICS AWARD. First established on the 25th Anniversary of Williams’ Athletics at Williams College and renamed in memory of Kate Hogan, 1987, a participant with Williams and ski racing.

DR. I. S. DRIBBEN 1924 AWARD. Awarded annually as a tribute to two Williams College golf coaches, Richard Barron and Roy Coff. Awarded on the basis of dedication, sportsmanship, and perseverance.

TORRENCE M. HUNT ‘44 Tennis AWARD. Awarded to the player of the season as voted by the Squash Letter Award Winners.

OSWALD TOWER AWARD. A plaque in honor of the contribution of Oswald Tower, 1907, to basketball, as editor of the Basketball Rules for forty–four years and as a bachelor. Presented in 1960 by former Williams players to the most valuable player of the men’s varsity in the opinion of the coaches and managers.

KATE HOGAN 27TH ANNIVERSARY OF WOMEN IN ATHLETICS AWARD. Presented in 1957 by the members of Alpha Delta Phi, to be awarded annually to the member of the women’s tennis team who best combines sportsmanship, team spirit, and character.

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CAROL GIRARD SIMON SPORTSMANSHIP AWARD. Given in the name of Carol Girard Simon to a student athlete who has shown the most improvement as voted by her teammates.
LACROSSE AWARD. Presented in 1959 by the Williams College Alumni Association of Maryland as a permanent trophy on which is inscribed the name of the outstanding men’s varsity lacrosse player. ROBERT B. WILSON ’76 MEMORIAL TROPHY (Most Improved Player), The purpose of this award is to honor that member of the men’s intercollegiate hockey program who, in the opinion of the athletic director and coach, has shown the most improvement over the course of the season, while displaying “teamwork, hustle, spirit, and friendship.” YOUNG–JAY HOCKEY TROPHY. Presented by George C. Young, 1938, and John C. Jay, 1938. For a member of the Williams varsity hockey team notable for loyalty and enthusiasm to the game of hockey: courage, self-control, and modesty; perseverance under discouraging circumstances; and a sense of fair play towards his teammates and his opponents.

Fellowships Awarded by Williams College
Faculty Selection Committees examine candidates for the awards listed below. Application must be made through the Dean’s Office or appropriate department.

ALLEN MARTIN FELLOWSHIP. Established by Allen Martin, himself a Carroll A. Wilson Fellow, this fellowship helps to support a Williams graduate studying at Worcester College, Oxford for a term of two years. Applicants are not restricted by major or other interest and may pursue undergraduate or graduate degrees at Worcester.

ROBERT B. WILSON ’76 CLASS OF 1929, FELLOWSHIP. This summer fellowship, established in 2014, shall be used to enable undergraduate students to pursue opportunities for personal growth fostering independence, creativity, and development of special interest, whether or not it is connected to academically coursework.

JOHN EDMUND MOODY 1921 FELLOWSHIP. Established in 1927 by Mr. John Moody in memory of his son, Class of 1921. To enable a graduate of Williams College to purchase studies at the University at Oxford for 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 and reputation for character, need of assistance, and promises of original and creative work.

COLIN AND LILLI ROCHE, 1993, STUDENT RESEARCH PROGRAM. Established in 2016 to provide funding to support student, driven academic experiences outside of, and complementary to, the traditional classroom that culminate in academic credit.

RUCHMAN STUDENT FELLOWSHIPS. Established in 1993 by Allan B. Ruchman ’75 and Mark C. Ruchman ’71, this fellowship provides a research stipend to support independent summer research and travel abroad for sophomores and juniors. The recipient make a start on a career in journalism, here broadly defined to connected to academic coursework.

THE 2006 AND 2009 INTERNATIONAL SERVICE FELLOWSHIP. The fellowship fund was established in 2011 by parents of recent alumni to provide summer fellowships for undergraduate students’ international service-learning projects.

RUSSELL H. BOSTERT FELLOWSHIP. A summer fellowship to support student summer travel and research with preference awarded to students in Division II, with a preference to History majors. Application is through the Fellowships Office.

WHITING FELLOWSHIP. Established in 1961, this two-year fellowship is offered to a member or members of the graduating class who produce the most creative and distinguished work of original scholarship and personal interest in journalism during the summer.

GREEK. Established in 1929, by bequest of Mrs. Abby S. L. Selden in memory of her father, Charles Bridgen Lansing, 1829. Awarded either at the Commencement or at commencement of any academic study but is meant to foster travel and learning that lead to an enhancement of international understanding.

Teaching Fellowships, Hong Kong and Guangzhou
Established in 2010 by Arthur Frederick Stocker 1934 in memory of his grandson, Mr. and Mrs. 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 may rest the destinies of the nation.”

A portion of this gift constitutes a Scholarship Fund that directly assists promising students with inadequate means who are specializing in political science. A portion, designated “the remaining portion, or Special Fund, is primarily intended to finance a summer internship program in government involving selected sophomores and juniors.

Teaching Fellowships, Hong Kong and Guanzzhou
UNITED KINGDOM, CHINA, HONG KONG AND GUANGZHOU UNIVERSITY OF HONG KONG. Begun in 1961, this two–year fellowship is offered to a member of the graduating class for teaching English and possibly other subjects at United College, one of
three sister colleges comprising the Chinese University of Hong Kong. The appointee, known as a Teaching Fellow or Tutor, also studies Chinese (Mandarin or Cantonese) and selected aspects of Chinese culture. Students are chosen by a selection committee, chaired by Professor Crane. Interested students should contact Professor Crane for application forms. Deadline November 30th.
AFRICANA STUDIES (DIV II)
Chair: Associate Professor JAMES A. MANIGAULT-BRYANT


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

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

AFRICANA STUDIES AND OTHER PROGRAMS
Students concentrating in Africana Studies are encouraged to pursue concentrations in American Studies, Environmental Studies, Latino/a Studies, Performance Studies, and Women's, Gender and Sexuality Studies. Many of the courses counted for these concentrations may also earn credit toward the Africana Studies concentration.

REQUIREMENTS

African Studies courses required for the concentration:
AFR 200 Introduction to Africana Studies and one of the following two AFR 400-level Senior Seminar capstone courses (not all 400-level courses meet the requirement for the concentration):
AFR 405(F) Africana Studies and the Disciplines
AFR 440(S) Performing Blackness

One core elective:
AFR 156/COMP 156/AMST 156/ENGL 223 Thirteen Ways of Looking at Jazz
AFR 193/HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe
AFR 200 Introduction to Africana Studies
AFR 205 She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings
AFR 207/PSCI 212 Hip Hop and Political Theory
AFR 208/AMST 208/REL 262 Time and Blackness
AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
AFR 213/WGSS 213 Race, Gender, and the Alien Body: Octavia Butler’s Science Fiction
MUS225/AFR225 Musics of the Caribbean
AFR 221/REL 263 Giving God a Backbeat: Rap Music, Religion, and Spirituality
AFR 248/HIST 248 The Caribbean: From Slavery to Independence
AFR 299/PSCI 233/REL 261 Rastafari: Dread, Politics, Agency
AFR 300/AMST 300/SOC 306 Lessons of 'The Game': The Wire and Stereotyping
AFR 302 Complexion Complexities: Colorism in Literature, Lyrics, and Everyday Life
AFR 305/REL 315/SOC 305/AMST 305 The Sociology of Black Religious Experience
AFR 310/REL 310/WGSS 310/AMST 309 Womanist/Black Feminist Thought
AFR 311/REL 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros
AFR 314/AMST 314/COMP 321/ENGL 314 Groovin' the Written Word: The Role of Music in African American Literature
AFR 315/AMST 315 Blackness 2.0: Race, Film and New Technologies
AFR 316/REL 265/AMST 316 Sacred Cinema: Black Religion and the Movies

AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/AMST 317 Black Performances: African American Performance at Home and Abroad
AFR 319/SOC 319/AMST 319 Ethnographic Approaches to Africana Studies
AFR 320/AMST 320/WGSS 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture
AFR 321 Trending Black: Race and Social Media in the 21st Century
AFR 322/AMST 323/ARTH 223/COMP 322/ENGL 356 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
AFR 327/COMP 268/ENGL 307/WGSS 268 Caribbean Women Writers
AFR 329/GBST 329 Digital Caribbean
AFR 333/AMST 333/LEAD 333 Diaspora Seminar
AFR 340 AMST 340/GBST 340 REL 340 Africana Diasporic Religions in the Americas and the Caribbean
AFR 360/PSCI 370/PHIL 360/LEAD 360 The Political Thought of Frantz Fanon
AFR 405 Africana Studies and the Disciplines
AFR 440 Performing Blackness
AFR 476/HIST 476 Black Radicalism
AFR 497 Independent Study: Africana Studies
AFR 498 Independent Study: Africana Studies

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

HONORS PROGRAM IN AFRICANA STUDIES
A student wishing to earn honors must complete an "Honors Dossier" during the Winter Study term and Spring semester of their Senior Year. This Dossier is comprised of three linked essays. Students may begin the project with the three essays written for Africana Studies courses and consider an experiential learning winter study session. Concentrators are expected to meet with the Chair and/or an Africana core faculty member to plan their concentration.

AFRICANA STUDIES ELECTIVES

AFR 104 Travel Narratives and African History (W) Crosslistings: HIST 104/AFR 104
In a way, all historical thinking and writing deals with travel accounts given that, as many scholars have noted, the past can be likened to a foreign country and the historian can be viewed as a traveler in foreign places. Narratively, we will explore European travel narratives—narratives about the actual physical visits of writers to distant lands—call for careful and critical analysis because they can be seductive, and they can shape the ways we think about the present—and the past—and distant lands and cultures. This course discusses Arab, Indian, European, African and African American travel narratives about various regions of Africa since the 14th century. We will mine the travel accounts for descriptions of local contexts. We will also explore what travel writing says about the author’s perceptions of self, home, and “other.” Ultimately, we will investigate the authors’ biases and how the narratives influence both our perception of Africa and the writing of African history. This course is highly interdisciplinary and draws heavily on literary, anthropological, geographical, and historical methodologies.

Class Format: Seminar
Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1-2 short papers and a research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 15
Expected Class Size: 19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa
Not Offered Academic Year 2017 SEM
AFR 105(F) Materials, Meanings, and Messages in the Arts of Africa (D) Crosslistings: ARTH 104/AFR 105
This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such these students will be pushed to think beyond such terms in their examinations of these rich creative traditions. This course fulfills EDI requirements through its exploration of the different concepts of art in African and Western traditions, and its focus on renovating historical biases and assumptions about these objects that position them as ‘primitive’ or ‘exotic’ constructs. 

Class Format: lecture
Requirements/Evaluation: three 2-page response papers, class journal, midterm exam and final exam
Prerequisites: none
Enrollment Preferences: lottery
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Michelle Apotsos

AFR 113 Musics of Africa (D) Crosslistings: MUS 120/AFR 113
This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will engage in a series of case studies considering a diverse array of musical practices and related social and political issues. Specific countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democratic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical change, to Shona mbira music in Zimbabwe. Performance analysis and critical reading and listing assignments are combined with a number of hands-on workshops and musical exercises.

Class Format: lecture
Requirements/Evaluation: grade based on two 4- to 6-page papers, two tests, one performance project, a final paper, and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: no prerequisites: prior musical background is not essential for this class
Enrollment Preferences: current or prospective Music majors and Africana Studies concentrators
Enrollment Limit: 30
Expected Class Size: 25
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Other Attributes: GBST African Studies Electives
MUS World Music/Ethnomusicology

Not Offered Academic Year 2017
LEC Instructor: Corrina Campbell

AFR 120(F) Science Fiction of the African Diaspora (D) (W) Crosslistings: ENGL 120/AFR 120

Publishers, authors, academics, and critics often assume that science fiction and fantasy readers are all or mostly white, an assumption driven, perhaps, by the scarcity of black writers inside the genre—the science-fiction-creative-writing classes I teach at Williams, for example, are depressingly undiverse. And for a long time, among academic science-fiction writers, Samuel R. Delany and Octavia Butler represented pretty much the entire deal. The last fifteen years, however, have witnessed the emergence of a number of black science fiction and fantasy authors from the Americas and Africa. In this course we will read a sample of this fiction, paying particular attention to these questions: In what new ways (if any) do these authors use or imply themes of social hierarchy or race? In what ways (if any) do the standard science-fiction devices of imagined futures, interplanetary colonization, or contact with alien life allow black writers to use metaphorical vocabulary to talk about their own experience? In what ways (if any) are they constrained by readers’ expectations, while white writers are not? This is a discussion-based class. Assignments will include a creative writing, imitative or parodic writing, and of course that old stand-by, interpretive essays assigned on texts. We will be reading well-versed classics by Charles Chesnutt, Paulina Hopkins, Amos Tutuila, W.E.B. DuBois, George Schuyler, Delany, and Butler, but also newer works by Pam Noles, Nalo Hopkinson, NK Jemisin, Tananarive Due, Steven Barnes, Nisi Shawl, Sofia Samatar, Kuni Ibara Salaam, and Nnedi Okorafor, among others. This course fulfills the EDI requirement, as it engages questions of power and privilege, and the coded representation of racial or ethnic otherness. Any story that involves the clash of sentient species, for example, or a nostalgic or disruptive reinterpretation of the social hierarchies of the past, partakes implicitly of this coded language.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on substantial, weekly writing assignments of graduated length totaling 20 pages over the course of the semester and active participation in classroom discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives

Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Paul Park

AFR 129(F) Twentieth-Century Black Poets (D) (W) Crosslistings: ENGL 129/AFR 129

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

Class Format: seminar
Requirements/Evaluation: several short papers, a 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirements if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives

Fall 2016
SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: David Smith


This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Amin Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkiru Nzewu, Lucius Outlaw, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity initiative, and as such we shall investigate—via these thinkers—discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via these thinkers—mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance and participation, two 4- to 7-page essays, and one 10-page final paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to all
Enrollment Preferences: first- and second-year students
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 2
Exploring Diversity
AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2017
SEM

AFR 152(F) A Composer's History of Jazz (D) (W)
Crosslistings: MUS 152/AFR 152
This course will provide a chronological survey of jazz composers as focused through the lense of selected compositions, beginning with the pre-jazz era and continuing through the present day. Students will be required to do assigned listening and read related criticism and biographical material. In addition, students will write several responsive papers summarizing these listening and reading experiences. Each student will also write a biographical paper about a composer (or composer/arranger) of her choice, and participate in a collaborative presentation at the end of the semester on a composition or set of compositions from a list of possibilities provided by the instructor. Midterm and final examinations will focus on analytical aural skills developed during the semester, both in terms of formal analysis and composer identification. Composers whose work will be covered may include: Scott Joplin, J. P. Johnson, Jelly Roll Morton, George Gershwin, Fletcher Henderson, Duke Ellington, Mary Lou Williams, Benny Carter, Ernie Wilkins, Quincy Jones, Gil Evans, Frank Foster, John Lewis, Dave Brubeck, Oliver Nelson, Art Tatum, Carlos Jobim, Hermeto Pascoal, Eddie Palmieri, Thad Jones, Thelonious Monk, John Coltrane, Carlos Jobim, Hermeto Pascoal, Eddie Palmieri, Thad Jones, Thelonious Monk, John Coltrane, Charles Mingus, Joc Pastorious, Wayne Shorter, Joe Zawinul, Yusef Lateef, Bill Evans, Maria Schneider, Billy Childs, and others.

Readings will represent the perspectives of musicians, audiences and critics, as well as an examination of who they were and what agendas and prevailing societal attitudes may have shaped their reactions to the music. Comparisons between the experiences of composers and their listeners in different eras will provide additional perspective.

As an EDI offering, the course materials will be designed not only to expose the student to the music, but also to provide an examination of the relationship between jazz composers and the historical and cultural worlds in which they created their Art. Readings will include the perspective of musicians, audiences and critics, as well as an examination of who they were and what agendas and prevailing societal attitudes may have shaped their reactions to the music. Comparisons between the experiences of composers and their listeners in different eras will provide additional perspective.

Class Format: lecture
Requirements/Evaluation: short response papers based on reading and listening, midterm and final exams; and a research paper on the career of a composer of the student's choice
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Music Majors and then Jazz Ensemble members
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Andrew Jaffe

AFR 156 Thirteen Ways of Looking at Jazz (D) (W)
Crosslistings: AFR 156/COMP 156/AMST 156/ENGL 223
Taking its title from Thirteen Ways of Looking at a Blackbird,* which interprets the blackbird in different ways, this course similarly explores a more complex, multi-layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio-cultural analysis of the concept, music and its effect—so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weds their increased critical thinking skills. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz signify on institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender, class, and signal inequality in order to contest it.

Class Format: lecture
Requirements/Evaluation: evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives
AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017
LEC Instructor: Rashida Braggs
AFR 164(S) Slavery in the United States (W)
Crosslistings: HIST 164/AFR 164/AMST 165
Slavery and Freedom rose as concomitant ideologies—simultaneously and interrelat-ed—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and focuses the development of the "peculiar institution" to its demise with the Civil War.

Class Format: seminar
Requirements/Evaluation: building on several preliminary essays, each student will complete a research project which leads to a final research paper
Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library's extensive holdings of microfilm and local records dealing with slavery
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 15-19
Expected Class Size: 15-19
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
JLST Enactment/Applications in Institutions

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Charles Dew

AFR 166(S) Politics and Prose: Invisible Man in Historical Context (D) (W)
Crosslistings: HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the U.S. in the middle of the 20th century. Ellison's Invisible Man appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, Invisible Man iterates the black past as it affects its protagonist. This course brings readings in black sociology, anthropology, law, literature, political science, education, folk-life, and music to bear on its examination of the novel and its historical themes, including debates among black ideologues and leaders; links between culture and protest; processes of black migration, urbanization, and community development.

Class Format: seminar
Requirements/Evaluation: class participation and 5 papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 15-19
Expected Class Size: 15-19
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada

Spring 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Leslie Brown

AFR 167 Let Freedom Ring? African Americans and Emancipation (W)
Crosslistings: HIST 167/AMST 167
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to vote. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and democracy? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as much as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Class Format: seminar
Requirements/Evaluation: research paper, short writing assignments, class participation
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - African and Canada
JLTE Interdepartmental Electives
Not Offered Academic Year 2017
SEM  Instructor: Gretchen Long

AFR 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (D) (W)
Crosslistings: AFR 193/HIST 193

Obama’s recent successful bid for the Presidency has reminded Americans of the strong links between African-Americans and Africans of the international dimensions of the struggle for racial justice. This struggle has its roots in the post-World War II transformation of the world associated with the decolonization struggles led by individuals like C.L.R. James, Aimé Césaire, Kwame Nkrumah, Franz Fanon and Nelson Mandela. This course will examine this movement, focusing on activists in the Caribbean and Africa, the new ideas and cultural movements they inspired (Pan-Africanism, Negritude, and Socialism), their organizational activities in London and Paris, and their success in breaking free of European imperialism only to be confronted with American and Russian Cold War rivalry. By comparing and contrasting different experiences of independence—in the Caribbeanin independent Ghana, and in anti-apartheid South Africa—this course will grapple with the ways in which racism, political power, and cultural difference affected relations between Blacks, mulattoes, whites, and Indians in these countries as they fought for independence. The comparative and transatlantic scope of this course, combined with its focus on race relations, power, and privilege helps it meet the requirements of the Exploring Diversity Initiative.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1 short paper, and a 10- to 12-page research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
AFR Core Electives
HIST Group A Electives - Africa
HIST Group C Electives - Europe and Russia
HIST Group D Electives - Latin America + Caribbean
Not Offered Academic Year 2017
SEM  Instructor: Shanti Singham

AFR 200(F,S) Introduction to Africana Studies

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

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, weekly reading response papers, two short essays, and a final research project
Prerequisites: none
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
GBST African Studies Electives
LATS Comparative Race + Ethnic Studies Electives

Fall 2016
LEC Section: 01  TR 11:20 AM 12:35 PM  Instructor: James Manigault-Bryant

Spring 2017
LEC Section: 01  TR 11:20 AM 12:35 PM  Instructor: Rashida Braggs

AFR 201(F) African Dance and Percussion
Crosslistings: DANC 201/AFR 201/MUS 220

This course focuses on selected dance and music forms from the African continent for example, Kpanlogo from Ghana, Lamban from Guinea, Senegal and Mali or Bira from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester.

This course can be taken for academic and/or PE credit

Class Format: studio/lecture/discussion

Requirements/Evaluation: participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects

Prerequisites: DANC 100 or permission of instructor
Enrollment Preferences: students who have taken Dance 100 or advanced placement

Enrollment Limit: 25
Expected Class Size: 20

Dept. Notes: MUS World Music/Ethnomusicology

Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR

Distributional Requirements:
Division 1
Other Attributes:
GBST African Studies Electives
MUS World Music/Ethnomusicology

Fall 2016
STU Section: 01  TF 01:10 PM 02:25 PM  Instructors: Sandra Burton, Tendai Muparutsa

AFR 202 Public Speaking: Traditions and Practice
Crosslistings: AFR 202/THEA 209

Effective oral communication skills are necessary for any student, regardless of major or area of concentration. This course is designed to give students an introduction into the fundamentals of oral communication. We will discuss the critical role of both speakers and listeners within the transactional process of communication. Together we will explore African American oratorical traditions through viewing, listening to, and reading speeches from notable figures such as F. Douglass, Fannie Lou Hamer, Martin Luther King, Jr. and many others.

With an emphasis placed on Aristotelian and African American rhetorical methods of persuasion, evidence-based research, and organization, students will gain a better understanding of what it means to be an ethical and responsible communicator. Students will give three formal speech presentations with a focus on informative and persuasive elements. Through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate in the public setting.

Class Format: seminar

Requirements/Evaluation: students will give three formal speech presentations with a focus on informative and persuasive elements; through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate
Prerequisites: none
Enrollment Preferences: first-year and sophomore students.

Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under THEA

Distributional Requirements:
Division 2

Not Offered Academic Year 2017
SEM  Instructor: VaNatta Ford

AFR 203(F) Modern African History (D)
Crosslistings: HIST 203/AFR 203

This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio-economic and cultural consequences. The second section looks at how the rising tide of African nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the politics of development, recent civil wars in countries like Rwanda and Liberia, and the growing AIDS epidemics. The last section surveys the history of Apartheid in South Africa up to 1994. Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent scholarship. The course is structured around discussions. This EDI course explores the experiences and expressions of the culturally diverse peoples of Africa in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on two 7- to 10-page papers, one exam, and an unspecified number of pop quizzes
AFR 204(F) Introduction to Francophone Literatures (D)

Prerequisites: none; professor’s permission

Expected Class Size: 15-25

Distributional Requirements: Division 2

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLF or COMP; meets Division 2 requirement if registration is under AFR

Class Format: seminar

Requirements/Evaluation: presentation, journaling, final project, participation

Prerequisites: RLF 105 and above, placement exam or by permission of instructor

Enrollment Preferences: French majors and certificate, Africana and Comp. Lit

Enrollment Limit: 20

AFR 205T(F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings (W)

Crosslistings: AFR 205/COMP 236/WGSS 207

Prerequisites: none

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLF or COMP; meets Division 2 requirement if registration is under AFR

Distributional Requirements: Division 1

Other Attributes: Africana Studies Electives

Enrollment Limit: 20

AFR 206 African Dance and Percussion

Crosslistings: AFR 206/AMST 208/REL 262

Prerequisites: none

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: Afr Core Electives

Enrollment Limit: 25

AMST Arts in Context Electives

AMST Critical and Cultural Theory Electives

AFR 207 Hip-Hop and Political Theory

Crosslistings: AFR 207/PSCI 212

Prerequisites: none

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under DANC 100, DANC 201 or permission of the instructor

Enrollment Limit: 20

AFR 208 African American History

Crosslistings: AFR 208/AMST 208/REL 262

Prerequisites: none

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: Afr Core Electives

Enrollment Limit: 25

AMST Arts in Context Electives

AMST Critical and Cultural Theory Electives

AFR 208 Time and Blackness (W)

Crosslistings: AFR 208/AMST 208/REL 262

Prerequisites: none

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: Afr Core Electives

Enrollment Limit: 25

AMST Arts in Context Electives

AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2017

LEC Instructor: Neil Roberts

AFR 208 Time and Blackness (W)

Crosslistings: AFR 208/AMST 208/REL 262

Prerequisites: none

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: Afr Core Electives

Enrollment Limit: 25

AMST Arts in Context Electives

AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2017

LEC Instructor: Neil Roberts
of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American "timescape"?

Class Format: tutorial
Requirements/Evaluation: assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Preferences: concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive

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

Not Offered Academic Year 2017
TUT Instructor: James Manigault-Bryant

AFR 210 Culture and Incarceration
Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives. Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.

Class Format: seminar
Requirements/Evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%)

Prerequisites: none
Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor
Expected Class Size: 15
Distributional Requirements: Division 2

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
JLST Enactment/Applications in Institutions

Not Offered Academic Year 2017
SEM Instructor: Joy James

AFR 211(S) Race and the Environment (D)
Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of areas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dying of the Light* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will plotting industrial sites. After outlining some of the core issues raised in this tutorial, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Prerequisites: none
Expected Class Size: 10
Distributional Requirements: Division 2
Exploring Diversity

Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
PHIL Nutrition, Food Security + Environmental Health
PHIL Social Determinants of Health

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: James Manigault-Bryant

AFR 212 Jazz Theory and Improvisation I
Crosslistings: MUS 104/AFR 212
The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modal based composition, Afro-Cuban, etc. Appropriate for students with skill on their instrument and some basic theoretical knowledge. Knowledge of all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. Students should be able to play and demonstrate these concepts on their instruments—competence on an instrument is essential (vocalists and drummers will be encouraged to study the piano). Pianists and guitarists should be able to sight read chords on a jazz lead sheet.

Class Format: alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire.
Requirements/Evaluation: evaluation will be based on weekly assignments, (e.g., harmonic analysis and exercises in transcription and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance.

Extra Info: may not be taken on a pass/fail basis

this course will have aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly.

Prerequisites: MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged
Enrollment Preferences: prospective Music majors, then Jazz Ensemble members, then Music majors

AFR 213 Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (W)
Crosslistings: AFR 213/WGSS 213
Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of identity and embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society?

We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild* and *Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race', 'gender', 'alien' and 'body' are interrogated in her writings.

Class Format: tutorial
Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive

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

AFR 214 Jazz Theory and Improvisation II
Crosslistings: MUS 204/AFR 214
A continuation of Music 203, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly-used...
reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system.

Class Format: the format is two weekly meetings, alternating between theory and performance sessions, and including a final recital.

Requirements/Evaluation: two transcription projects and two original compositions, as well as a midterm and final exams, and participation in a recital at the end of the semester.

Prerequisites: MUS 203 or permission of instructor.

Enrollment Preferences: Music majors and Jazz Ensemble members.

Enrollment Limit: 12

Expected Class Size: 5-8

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Distributional Requirements:
Division 1

Other Attributes: ExPE Experimental Education Courses

Not Offered Academic Year 2017

SEM: Instructor: Andrew Jaffe

AFR 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes

Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215

Althea Gibson to the Williams Sisters. Julius (Dr. J) Irving to Michael Jordan. Jesse Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraint, challenged racial stereotypes, and taken their sport to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercials and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing field.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project.

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC

Distributional Requirements:
Division 2

Other Attributes: AFR Core Electives.

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

LEC: Instructor: Rashida Braggs

AFR 220(S) Introduction to African American Literature (W)

Crosslistings: ENGL 220/AMST 220/AFR 220

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.

Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

Class Format: seminar

Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over 4 papers.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

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

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

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR

Distributional Requirements:
Division 1

Writing Intensive

Other Attributes: AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

ENGL 200-level Gateway Courses

ENGL Literary Histories C

Spring 2017

SEM: Section: 01 MR 01:10 PM 02:25 PM Instructor: David Smith

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

Crosslistings: AFR 221/REL 263

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

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements:
Division 2

Other Attributes: AFR Core Electives

AMST Arts in Context Electives

Spring 2017

SEM: Section: 01 W 01:10 PM 03:50 PM Instructor: VaNatta Ford

AFR 223 Politics of Performance/Performing Politics in Contemporary Africa (D) (W)

Crosslistings: MUS 222/AFR 223

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

Class Format: lecture/discussion

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 10

Dept. Notes: MUS World Music/Ethnomusicology

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Distributional Requirements:
Division 1

Exploring Diversity

Writing Intensive

Other Attributes: GBST African Studies Electives

MUS World Music/Ethnomusicology

Not Offered Academic Year 2017

LEC: Instructor: Corrina Campbell

AFR 225(S) Musics of the Caribbean (D)

Crosslistings: MUS 225/AFR 225

From witty and politically charged calypso to soulful bachatahs, from folkloric displays that advertise a country’s cultural diversity to ritual performances that facilitate communication with the spirit world, the music of the Caribbean is astonishingly diverse, both sonically and in its social application. This course serves as an introduction to a wide spectrum of Caribbean music in its broader social and historical context. Through engaging with audio and video source materials, readings, performance exercises and workshops, students will learn to identify distinguishing features associated with particular countries and regions, while also exploring the sounds and musical structures that are shared between them. Featured genres include reggae, steel pan, calypso, zouk, Maroon music from Suriname and Jam, soca and chutney, salsas, merengue and jumbie from Haitian Vodu and Cuban Santeria religions. Interlaced with discussion of musical genres and innovative musicians are a number of central questions about the social role of music within the region: How has slavery and colonial enterprise shaped the musical landscape of the Caribbean? How do the realms of sacred and secular performance relate to each other? What role does tourism and global circulation play in influencing musical tastes and practices? Finally, how do music and dance interconnect? This course satisfies the EDI requirement, with a particular focus on the comparative study...
of cultures and societies and critical engagement with issues of power and privilege.

**Class Format:** lecture

**Requirements/Evaluation:** class participation, multimedia project, midterm paper, intermittent short assignments, final exam

**Prerequisites:** none

**Enrollment Preferences:** Music majors and Africana Studies or Latin/o Studies concentrators

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distribution Notes:** requires Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

**Distributional Requirements:**

Division 1
- Exploring Diversity

Other Attributes:
- AFR Core Electives
- MUS World Music/Ethnomusicology

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**Spring 2017**

**LEC Section:** 01  
**Instructor:** Corinna Campbell

**AFR 227(S) Introduction to Post Colonial Studies (D) (W)**

Crosslistings: ENGL 227/COMP 287/AFR 227

This course asks: What does the term "postcolonialism" mean? Is it a historical notion or an ideological term? When exactly does the 'postcolonial' begin? What are the theoretical and political implications of using such an umbrella term to designate the ensemble of writings and artworks by those subjects whose identities and histories have been shaped by the colonial encounter? We will situate the "postcolonial" historically, aesthetically, and conceptually across multiple time periods, geographic regions. We will read such authors as Rudyard Kipling, Salman Rushdie, Tsitsi Dangaremba, Chinua Achebe, and Jamaica Kincaid and work with such theorists as Frantz Fanon, Edward Said, Stuart Hall, Homi Bhabha, and Gayatri Spivak. The course will contribute to the College's Exploring Diversity Initiative by examining cultural difference and distributions of power across the world during the colonial, postcolonial, and globalized eras.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation through participation in discussion and a class blog, and approximately 20 pages of writing distributed over four papers

**Extra Info:** may not be taken on a pass/fail basis

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

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

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR

**Distributional Requirements:**

Division 1
- Exploring Diversity

Writing Intensive

Other Attributes:
- ENGL Criticism Courses
- ENGL 200-level Gateway Courses
- ENGL Literary Histories C

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**Spring 2017**

**SEM Section:** 01  
**Instructor:** Nasia Anam

**AFR 229 European Imperialism and Decolonization (D)**

Crosslistings: HIST 229/AFR 229

This course surveys European imperialism in the nineteenth and early-twentieth centuries, paying special attention to important case studies such as British India, the Scramble for Africa, and the break-up of the Ottoman Empire following World War I. Issues to be explored include imperialism and its relationship to Christianity, gender, racism, and economic profit. In the second half of the course, we will examine some of the most dramatic cases of decolonization, including Gandhi and Nehru’s independence movement in India, Ho Chi Minh’s victory at Dien Bien Phu, and the torturous struggle for independence in Lumumba’s Congo. As a transatlantic and transpacific course focusing on race relations, power and privilege, this course fulfills the EDI requirement.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on a midterm, a final exam, a 10-page research paper, and class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 15-20

**Distributional Requirements:**

Division 2
- Exploring Diversity

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**Not Offered Academic Year 2017**

**SEM Instructor:** Shanti Singham

**AFR 238 Gender, Sexuality, and Global HIV/AIDS (D)**

Crosslistings: WGS 230/AFR 230

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums—the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa. The class is an EDI course because of its focus on diversity and difference, as they shape the different ways that the HI virus plays out on the bodies of people in different global locations, and its discussion of the ways that global and local contexts of colonialism, patriarchy, and heteronormativity have inevitably shaped relationships between policy makers, researchers, activists, and those living with HIV and ultimately the content of their policies and interventions.

**Class Format:** seminar

**Requirements/Evaluation:** two short papers and a research paper; class participation will form part of the grade

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, Public Health concentrators

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributional Requirements:**

Division 2
- Exploring Diversity

**Other Attributes:**
- PHLH Social Determinants of Health

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**Not Offered Academic Year 2017**

**SEM Instructor:** Kirian Honderich

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

Crosslistings: REL 237/AMST 237/AFR 237

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

Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course offers critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

**Class Format:** seminar

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

**Prerequisites:** none

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Distributional Requirements:**

Division 2
- Exploring Diversity

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora

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**Not Offered Academic Year 2017**

**SEM Instructor:** Zaid Adhami

**AFR 240 Introduction to the Music of Duke Ellington**

Crosslistings: MUS 251/AFR 240

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**Not Offered Academic Year 2017**
This course will survey the career and compositional style of Edward Kennedy "Duke" Ellington (1899-1974). Students will learn to listen to and analyze his music, examining the career of an Ellingtonian, as well as development of aural analysis skills, in terms of form, style, orchestration, and the ability to identify the individual sounds of key Ellingtonian soloists. Ellington's importance as a key figure in American cultural history, and relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will be discussed.

Class Format: lecture
Requirements/Evaluation: weekly listening and reading assignments, one biographical paper examining the career of an Ellingtonian, as well as participation in a group presentation to the class and exams on one of Ellington's extended works; mid-term and final exams will also be given
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ability to read music notation
Enrollment Preferences: Jazz ensemble members and Music majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Other Attributes: AMST Arts in Context Electives

Not Offered Academic Year 2017
LEC Instructor: Andrew Jaffe

AFR 241(S) The Banlieue in literature, Music, and Film (D)
Crosslistings: RLFR 240/AFR 241/COMP 281

This course will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar
Requirements/Evaluation: journaling, presentation, in-class discussion, and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above
Enrollment Preferences: French majors, certificate, Africana and Comparative literature students
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Expanding Diversity
Other Attributes: FMST Core Courses

Spring 2017
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Sophie Saint-Just

AFR 242(F) Introduction to the Music of John Coltrane
Crosslistings: MUS 252/AFR 242

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

Class Format: lecture
Requirements/Evaluation: evaluation based on in-class participation and preparation, quizzes on assigned readings, midterm, final examinations and a final paper
Extra Info: evaluation partially based on participation in an in-class group analysis presentation, and a final paper involving musical analysis of a Coltrane composition or recorded performance
Prerequisites: MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and/or permission of instructor
Enrollment Preferences: musically literate students and Music majors
Enrollment Limit: 19
Expected Class Size: 10
Distribution Notes: meeting the core requirement if registration is under MUS; meeting Division 1 requirement if registration is under AFR
Distributional Requirements:
Division 1
Other Attributes: AMST Arts in Context Electives

Fall 2016
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Andrew Jaffe

AFR 248 The Caribbean: From Slavery to Independence (D)
Crosslistings: AFR 248/HIST 248

This course explores the history of the Caribbean from the eighteenth to the twentieth centuries, focusing on a comparative approach to British, French, Spanish, and American rule in the region. It will concentrate on the history of Jamaica, Haiti, Cuba and Puerto Rico. Topics to be covered include: comparative slave systems; plantation economies; revolution, rebellion and resistance; voodoo and slave religions; indentured labor and intra-Caribbean migration; free persons of color, mulattoes, and West Indian color hierarchies; class and color; trade unionism; communism; the independence movements; the failed West Indies Federation, CARIFTA and CARICOM; Black Power; women in the contemporary Caribbean; migration; and the legacies of slavery and colonialism.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a midterm and final examination, and a 10- to 12-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators; History majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Expanding Diversity
Other Attributes: AFR Core Electives
GBST Latin American Studies Electives
HIST Group D Electives - Latin America + Caribbean
HIST Group P Electives - Premodern
LATX Countries of Origin + Transnationalism Elect
MAST Interdepartmental Electives

Not Offered Academic Year 2017
SEM Instructor: Shanti Singham

AFR 256(S) Politics of Africa
Crosslistings: PSCI 243/AFR 256

This course provides an introduction to the politics of contemporary Africa, emphasizing the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic. We begin by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, we analyze the causes, achievements and limitations of the recent wave of political liberalization across Africa. We then consider patterns of economic development in Africa. Finally, we examine China’s growing expansion into Africa and ask whether this is a new colonialism.

Class Format: lecture/discussion
Requirements/Evaluation: class discussion, four short papers and final exam
Prerequisites: none
Enrollment Preferences: sophomores, Political Science majors and Africana Studies concentrators
Enrollment Limit: 35
Expected Class Size: 30
Distributional Requirements:
Division 2
Other Attributes: GBST African Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses

Spring 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Ngonidzashe Munemo

AFR 257(F) Social Justice Traditions: 1960s to #BLM
Crosslistings: AMST 256/AFR 257

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

Class Format: seminar
Requirements/Evaluation: attendance and class participation; four page reading response papers; discussion of films via GLOW forums; and a final 7-8 page analytical essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: first years, sophomores, and American Studies majors
Enrollment Limit: 35
Expected Class Size: 25
Distributional Requirements:
Division 2
Other Attributes:
AFR 258 The Rhetoric(s) of Black Religious Traditions
Crosslistings: AFR 258/REL 258
This course will introduce students to the rich religious expressions of Black Americans through their rhetorical traditions. We will begin with a survey of rhetorical productions like sermons, music, and other forms of public address in the historical literatures on Black religions. Our review will yield some of the primary themes of Black religious experiences—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like commodification alter rhetorical practices.
Class Format: lecture
Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 8-page paper, and a formal group presentation
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 2
Not Offered Academic Year 2017
LEC Instructor: VaNatta Ford

AFR 259(S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World (D)
Crosslistings: ARTH 259/AFR 259/ARAB 259
From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meaning of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period. This course fulfills EDI requirements through its exploration of the cross-cultural strategies used by Islam to interact with, respond to, and manifest itself within established African expressive traditions.
Class Format: lecture
Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam
Prerequisites: none, although an introductory course in art history or Islamic studies would be useful
Enrollment Preferences: if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARTH or AFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1
GBST African Studies Electives

AFR 261(F) Haitian and French Caribbean Literatures and Films (D)
Crosslistings: RLFR 261/AFR 261/COMP 283
This course focuses on Haitian and Francophone Caribbean literature and film as critical interventions that bring into focus slavery, identity, imperialism, culture, and (non) sovereignty.
Class Format: seminar
Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: French majors, French certificate, Africana and Comparative Literature students
Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under RLFR
Distributional Requirements: Division 1
Other Attributes: FMST Core Courses

AFR 267(F) "Ain't I a Woman?": An Introduction to Black Women's Writing in America (D) (W)
Crosslistings: ENGL 267/WGSS 267/AFR 267/AMST 267
This Gateway course offers a survey of African American women's writing from the nineteenth century to the present day with an equal emphasis on primary literary texts and feminist criticism. We will trace the development of a black woman/feminist tradition across various genres and disciplines, beginning with the work of abolitionists such as Frances Ellen Watkins Harper and Sojourner Truth and working our way through key texts of the Harlem Renaissance, the civil rights movement, and post-60s Black Feminist writing. Our discussions will focus on the black feminist tradition's engagement with race, gender, class, and sexuality as intersecting axes of difference. Writers that we will read include: Zora Neale Hurston, Toni Morrison, Suzan-Lori Parks, bell hooks, Audre Lorde, Hortense Spillers, Kimberlé Williams Crenshaw. This course fulfills the EDI requirement by examining the intersection of different minoritizing processes in the experiences and writing of African American women in the US.
Class Format: seminar
Requirements/Evaluation: 3 short response papers (approx. 4 pages each) and one final 7-8-page paper; in-class presentations, participation in class discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or WGSS
Distributional Requirements: Division 1
Expected Class Size: 19
Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under AFR or AMST
Distributional Requirements: Division 1
Expected Class Size: 19
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Distributional Requirements: Division 1
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Expected Class Size: 19
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Distributional Requirements: Division 1
Expected Class Size: 19
Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses
ENGL 200-level Gateway Courses

AFR 276(S) African American Law, Race, and Narrative (D) (W)
Crosslistings: ENGL 268/AFR 268/AMST 268
This course examines how American and African American writers engaged with legal definitions of race, personhood, and citizenship in the nineteenth and twentieth centuries. The key junctures in the formation of these narratives were the Declaration of Independence, the Fugitive Slave Act, Dred Scott v. Sandford in the ante-bellum period, Ferguson v Plessy in the late nineteenth century and Brown v Board of Education in the mid-twentieth century. Authors we will read include: Frederick Douglass, Herman Melville, Martin Delany, Mark Twain, Charles Chesnutt, Jean Toomer, Bebe Moore Campbell, Ntozake Shange, and Natasha Tretheway. As a course that focuses on the legal and literary constructions of race in the US, this course fulfills the EDI requirement.
Class Format: seminar
Requirements/Evaluation: 3 short response papers (approx. 4 pages each) and one final 7-8-page paper; in-class presentations and participation in class discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under AFR or AMST
Distributional Requirements: Division 1
Expected Class Size: 19
Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
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Expected Class Size: 19
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Distributional Requirements: Division 1
Expected Class Size: 19
Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories B

AFR 280 African American History: An Introduction (D)
Crosslistings: HIST 280/AFR 280
This course provides a survey of African American History from the earliest importation of Africans to North America through the present day. Our readings and discussions will take up the development, expansion, and organization of slavery, the coming and meaning of freedom, and the political and cultural landscapes of African Americans over time. We will discuss slavery, freedom, civil rights, and racial ideologies. Finally, we will examine the post Civil Rights era, the changing meaning of the designation “African American” in light of global migrations, and African American political
power in the 21st century. Our readings, which will include both primary and secondary sources, will help us to interrogate American history and gain an understanding and overview of African American history. The course will be primarily discussion based. Given its focus on the workings of racial ideology and the development of slavery and other forms of unfree labor in the U.S. economic system, this course fulfills the criteria of the Exploring Diversity Initiative.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on three short papers, a take-home final exam, and performance in in-class discussions and assignments
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-30
Distributional Requirements: Division 2

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

Not Offered Academic Year 2017
LEC Instructor: Gretchen Long

AFR 281(F) African-American History, 1619-1865 (D)
Crosslistings: HIST 281/AFR 281
This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The course demonstrates how economically, culturally, and politically, African Americans shaped and were shaped by the historical landscape of the nation. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery—and the development of racial classifications—that give this course its focus. But with a attention centered on African Americans, the course also explores African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes of the transition from the war between the states, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This EDI course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on short papers, a midterm exam, a final exam, brief in-class writing assignments, and class participation
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 20-25
Distributional Requirements: Division 2

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

HIST Group F Electives - U.S. + Canada
Division 2

AFR 282 African-American History From Reconstruction to the Present (D)
Crosslistings: HIST 282/AFR 282
This course introduces students to the significant issues that shaped African-Americans' historical experiences from Reconstruction to the end of the twentieth century: the changing meanings of freedom, equality, and rights; the intersections of ideology and activism; the links among local, regional, and national organizations; the political culture of black institutional and organizational life; the struggle against Jim Crow and for human and civil rights; migration and urbanization; and resistance and protest. This course is great for those interested in contemporary African-American poetry. It will introduce you to a wide range of voices and perspectives, and encourage you to think critically about the role of poetry in culture and society.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three papers
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-25
Distributional Requirements: Division 2

Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
AMST Arts in Context Electives
AFR Core Electives
FMST Core Courses

Not Offered Academic Year 2017
LEC Instructor: Leslie Brown

AFR 299 Rastafari: Dread, Politics, Agency
Crosslistings: AFR 299/PSCI 233/REL 261
The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Class Format: lecture/discussion
Requirements/Evaluation: attendance and participation, weekly reading response papers, two short essays, and a group lyric and politics final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion

Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

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

Not Offered Academic Year 2017
LEC

AFR 300 Lessons of 'The Game': The Wire and African American Culture
Crosslistings: AFR 300/AMST 300/SOC 306
The critically acclaimed television program, The Wire, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in “inner city” Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, the war on drugs, government, local city politics, labor unions, education, and the newspaper industry. Though a work of “fiction,” sociologist William Julius Wilson has called the show an important and instructive portrayal of the “deep inequality in inner-city America.” By contrast, some scholars and critics have decried the emergence of The Wire and indeed, courses like this one, as examples of mainstream America’s fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct The Wire per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the “War on Drugs.” Students should have some familiarity with the show.

AFR 301 Lessons of 'The Game': The Wire and African American Culture
Crosslistings: AFR 300/AMST 300/SOC 306

AFR 300 Lessons of ‘The Game’: The Wire and African American Culture
Crosslistings: AFR 300/AMST 300/SOC 306
The critically acclaimed television program, The Wire, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in “inner city” Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, the war on drugs, government, local city politics, labor unions, education, and the newspaper industry. Though a work of “fiction,” sociologist William Julius Wilson has called the show an important and instructive portrayal of the “deep inequality in inner-city America.” By contrast, some scholars and critics have decried the emergence of The Wire and indeed, courses like this one, as examples of mainstream America’s fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct The Wire per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the “War on Drugs.” Students should have some familiarity with the show. Africana Studies will show select episodes during Winter Study. Readings will include texts about African American urban life, such as Elijah Anderson’s Code of the Street and Sudhir Venkatesh’s Gang Leader for a Day. Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on 2-3 short papers (5-7 pages), and a final written project (10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 40
Expected Class Size: 20-25
Distributional Requirements: Division 2

Other Attributes: AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
FMST Core Courses

Not Offered Academic Year 2017
LEC

AFR 301 Experimental African American Poetry
Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City to Los Angeles, from Berkeley to Durham, N.C.—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of “black writing” and pushes us to question our assumptions and presuppositions about black identity, “identity politics,” the avant-garde (for example, is it implicitly raced?), formalism, socially “relevant” writing, the (false) dichotomy of form versus content, the black “community,” digital poetic, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.

Class Format: seminar
Requirements/Evaluation: two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation
Prerequisites: none, though at least one previous literature course preferred
Enrollment Preferences: American Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements: Division 2
AFR 302(S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three short papers
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
GBST African Studies Electives
HIST Group A Electives - Africa
JLST Enactment/Applications in Institutions

Spring 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Kenda Mutongi

AFR 305 The Sociology of Black Religious Experience

Crosslistings: AFR 305/REL 315/SOC 305/AMST 305

The United House of Prayer For All People. The Nation of Islam. New Birth Missionary Baptist Church. The African-American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different spiritual tradition, all are examples of the rich religious expressions of Black Americans. This course will introduce students to the landscape of Black religious practices in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based upon class participation, 2-3 short papers, and a final research paper
Prerequisites: Africana Studies concentrators and Anthropology/Sociology majors
Enrollment Limit: 15
Expected Class Size: 10
Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2

AFR 306 Queer of Color Critique: Race, Sex and Urban Life (D)

Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304

This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.

Class Format: discussion/lecture
Requirements/Evaluation: mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events
Prerequisites: none
Enrollment Preferences: Women's Gender & Sexuality Studies majors or prospective majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
ASAM Related Courses
LATS Comparative Race & Ethnic Studies Electives
WGSS Racial Sexual & Cultural Diversity Courses
WGSS Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Gregory Mitchell
AFR 307 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War
Crosslistings: RLFR 309/AFR 307
Today the countries of North Africa are experiencing rapid social change. Rap music can be heard spilling out of windows while television sets broadcast a call to prayer. In the market place, those selling their goods compete to be heard over the ringing of cell-phones. Old and new exist side by side, albeit sometimes very uncomfortably. During the past decade, literature has emerged in both French and Arabic examining the effects of globalization: unequal modernization, unemployment, cultural change and cultural resistance. In this course, we will read short stories that address these issues as well as analyze films, sociological texts and Moroccan, Algerian and Tunisian newspapers on the web in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafaf, Ahmed Bouzflour, Soumaya Zahi and Abdelhak Serhane among others. Conducted in French.
Class Format: lecture/discussion
Requirements/Evaluation: active class participation, reading journal, two short papers, an oral presentation and a final paper
Prerequisites: RLFR 201, 202 or 203 or permission of instructor
Enrollment Preferences: French majors and those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Other Attributes:
ARAB Arabic Studies Electives
GBST African Studies Electives
Not Offered Academic Year 2017
LEC Instructor: Jacqueline Hidalgo
AFR 308 Gender and Society in Modern Africa
Crosslistings: HIST 308/WGSS 308/AFR 308
This course explores the constructions of feminine and masculine categories in modern Africa. We will concentrate on the particular history of women's experiences during the colonial and postcolonial periods. In addition, we will examine how the study of history and gender offers perspectives on contemporary women's issues such as female-circumcision, teen pregnancy, wife-beating, and "AIDS.”
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and three short papers
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2017
LEC Instructor: Katarzyna Pierpazk
AFR 309 Scriptures and Race
Crosslistings: REL 309/AFR 309/LATS 309
This course focuses on the relationships between constructions of race in the post-1492 American world and “Christian scriptures.” The big questions of the course examine the ways religious thought interacts with the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been enfolded in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage “scripts”? In what ways have “scripts” informed how peoples imagine themselves, their communities, and their relationship to religious and racial “others”? How did “scripts” and “race” inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
LATS Core Electives
Not Offered Academic Year 2017
LEC Instructor: Jacqueline Hidalgo
AFR 310 Womanist/Black Feminist Thought
Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Aimé Césaire. Conducted in English.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators, Women’s, Gender and Sexuality Studies majors, Religion majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses
Not Offered Academic Year 2017
LEC Instructor: Rhon Manigault-Bryant
AFR 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros
Crosslistings: AFR 311/REL 311
In one of the most memorable lines from the classic Souls of Black Folk, W. E. B. Du Bois described the Black minister as “the most unique personality developed on U. S. soil.” This course will draw from Du Bois’s social-psychological portrait of the minister to explore how the ministerial personality appears across a number of social arenas beyond the religious sphere, including politics, sports, and music. We will investigate the complex social dynamics of race and gender surrounding Black ministers, such as Barack Obama’s campaign for the U.S. presidency; Mike Singletary’s career as a Hall of Fame linebacker for the Chicago Bears, motivational speaker, and Head Coach for the San Francisco 49ers; and John Coltrane’s “A Love Supreme.”
Class Format: discussion
Requirements/Evaluation: evaluation will be based upon class participation, a few short papers, and a final research paper
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements:
Division 2
Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2017
SEM Instructor: James Manigault-Bryant
AFR 312 Francographic Islands (D)
Crosslistings: RLFR 312/COMP 312/AFR 312
Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non-Western writers in France. What does the island symbolize in individual, community, national, and imperial imaginations? And how does the island become an agent in discussions of gender, race, modernity and history? Readings will include works by Paul Gauguin, Pierre Loti, Aimé Césaire, Michel Tournier, Ananda Devi, Maryse Condé, Patrick Chamoiseau and Edouard Glissant. Conducted in French.
Class Format: seminar
Requirements/Evaluation: active class participation, weekly response papers, midterm essay and final essay
Prerequisites: credit to RLFR 201 who have taken a literature course in RLFR at Williams, or permission of instructor
Enrollment Preferences: French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators
Enrollment Limit: 20
Expected Class Size: 15
AFR 313 A History of an African City
Crosslistings: HIST 307/AFR 313/ENVI 306

The city of Nairobi was founded solely to serve the needs of white colonials and settlers. Fifty years later—in the 1960s—it had become dominated by Africans and is now, in the 21st Century, a major global city with over 4 million people. This course will trace the history of Nairobi from the 19th century to the present. We will focus on the city's political and economic development, its racial conflicts, as well as the daily experience of various groups of city dwellers. We will also look at the growth of the city's physical infrastructure—its transportation, housing, trade, and labor networks. Students will also get a chance to read about the various artistic movements in Nairobi, focusing especially on music, theater, and street performances.

Class Format: lecture
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: seniors; History majors
Enrollment Limit: 25
Expected Class Size: 25

AFR 314(F) Groovin' the Written Word: The Role of Music in African American Literature
Crosslistings: AFR 314/AMST 314/COMP 321/ENGL 314

In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rythym and blues. While this class requires students to practice and develop literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to all
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP or ENGL

AFR 315 Blackness 2.0: Race, Film and New Technologies
Crosslistings: AFR 315/AMST 315

Media theorists have raised three key questions regarding representations of race (or the lack thereof) within contemporary media forms: (1) Is race a liability in the 21st century where utopian forecasts suggest a race-free or "post-race" future? (2) Is there more to new media and race than assumptions about a "digital divide"? (3) Are race distinctions truly eliminated with digital technologies? In this course, we will respond to these questions by investigating the nuanced ways that race becomes constructed in popular media forms. Although we will largely focus on representations of blackness in modern film, we will also explore the implications of "new" media and technologies upon the categories of race, gender, and sexuality. We will, for example, consider how avatar-based social and entertainment media become viable forums for conceptualizing race, and whether or not these formats are somehow "better" spaces in which racialized "bodies" can exist. Additional discussion topics may include: how racial discourses in the "real world" are (or are not) reshaped and redefined in the virtual world;blogosphere politics; social networking; gaming and the virtual world; activism on the web; and fandom in the twitter era.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation based on class participation, maintenance & update of a personal blog (including weekly reading-related posts), & the design of a final, original multimedia project explicitly connected to race & new media/race & new technologies
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 15
Expected Class Size: 10

AFR 316 Black Migrations: African American Performance at Home and Abroad
Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A

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

Class Format: seminar/discussion
Requirements/Evaluation: evaluation based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 15
Expected Class Size: 10
Class Format:

ethnography.

Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources, including (but not limited to) first-person accounts, life histories, interviews, observations, and autobiographical materials. Within Africana Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in Africana studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document Africana experience? 2) What are the ethical and political implications of representing Africana perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in Africana studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.

Requirements/Evaluation:

Evaluation will be based on class participation, weekly response papers, a 5- to 7-page critical book review, and the construction of a mini-ethnography. Extra Info:

one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life).

African Diaspora

Class Format: seminar

Ethnography

Class Format:

ethnography.

Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources, including (but not limited to) first-person accounts, life histories, interviews, observations, and autobiographical materials. Within Africana Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in Africana studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document Africana experience? 2) What are the ethical and political implications of representing Africana perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in Africana studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.

Requirements/Evaluation:

evaluation will be based on class participation, weekly response papers, a 5- to 7-page critical book review, and the construction of a mini-ethnography.

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM Instructor: Rashida Braggs

Not Offered Academic Year 2017

SEM Instructor: Rashida Braggs

AFR 321 Ethnographic Approaches to Africana Studies

Crosslistings: AFR 319/SOC 319/AMST 319

Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources, including (but not limited to) first-person accounts, life histories, interviews, observations, and autobiographical materials. Within Africana Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in Africana studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document Africana experience? 2) What are the ethical and political implications of representing Africana perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in Africana studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly response papers, a 5- to 7-page critical book review, and the construction of a mini-ethnography.

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM Instructor: Rashida Braggs

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

Crosslistings: AFR 320/AMST 320/WGSS 320

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM Instructor: Rhon Manigault-Bryant

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

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

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly response papers, a 5- to 7-page critical book review, and the construction of a mini-ethnography.

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

FMST Core Courses

Fall 2016

SEM Section: 01 W 07:00 PM 09:40 PM Instructor: VaNatta Ford

AFR 322(F) Race, Culture, Incarceration (D) (W)

Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322

This course explores racially-fashioned policing and incarceration from the Reconstruction era convicetion prison lease system to contemporary mass incarceration and “stop and frisk” policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

Class Format: seminar

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora

AMST Critical and Cultural Theory Electives

AMST Space and Place Electives

JLST Interdepartmental Electives

Fall 2016

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joy James

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

Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love’s Bayou and Ho Che King’s A Comic Biography, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensory access into ethnic trauma, challenges and interventions in critical moments of resistance throughout history. Students will participate analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and leads to create their own graphic short stories based on historical and/or autobiographical narratives.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life).

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 19

Expected Class Size: 19

Dept. Notes: this course is part of the Gaudino Danger Initiative

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2016

Fall 2016

ENGL or THEA

Distribution Notes: meets Division 2 requirement if registration is under COMP, DANC, ENGL or THEA

Distributional Requirements:

Division 2
AFR 325 Television, Social Media, and Black Women "Unscripted"
Class Crosslistings: AFR 325/WGSS 325
Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have Sizzed or the social media presence they have developed—these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

Class Format: seminar
Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 10 page paper, and a formal class presentation
Prerequisites: none
Enrollment Preferences: first, second, third, and fourth year students. If over enrolled, preference will be given to third and fourth year students
Enrollment Limit: 13
Expected Class Size: 12
Distributional Requirements:
Other Attributes:
FMST Core Courses

AFR 326(S) Gender, Race, and the Power of Personal Aesthetics (D)
Class Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 326
This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational lens in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

Class Format: seminar
Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Other Attributes:
FMST Core Courses

AFR 327(F) Caribbean Women Writers
Class Crosslistings: AFR 327/WGSS 268/ENGL 307/COMP 268
This course is designed to explore the issues and themes commonly found in literatures of the Caribbean written by women. We will consider prose and poetry published in English in the twentieth and early twenty-first centuries, reading the texts from several different angles - including colonialism, globalization, and migration - with feminism as the overarching/organizing theme of the course. In addition to the general literary study of author, genre and discourse, our methodology will include strategies of close reading, contextualization, and a range of interdisciplinary critical approaches utilized to assess the significance and role of Caribbean women's writings as part of national and women's literatures and to explore questions of identity formation and/or disintegration, gender and social status, and ethnicity. We will be examining the well-known "forerunners" of the genre - possibly writers such as Paule Marshall, Jamaica Kincaid, Jean Rhy, and Lorna Goodison - although not necessarily their most famous texts. We will also read works from relative newcomers - possibly Sadie Smith, Edwidge Danticat, and Patricia Powell - to determine how they continue old trends while blazing new trails.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a 10-page final paper or project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Other Attributes:
FMST Core Courses

AFR 328 Revolt and Revelation in 20th-Century Americas (D)
Class Crosslistings: LATS 328/AFR 328/AMST 329/REL 223
Writing in 1971, Dominicans and Peruvian theologian Gustavo Gutierrez asked "Is the Church fulfilling a purely religious role when by its silence or friendly relationships it lends legitimacy to dictatorial and oppressive government?" Such a question encapsulates the sometimes agonistic and other times deeply intertwined relationships between religious institutions, religious thought, and movements for political transformation in the 20th century Americas. This course examines those forms of "God-talk" broadly termed "liberation theologies" that critiqued and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings—such as those of Gutierrez—and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Mexico, Peru, and the United States of America between 1960-2000. This EDI course examines issues of social and institutional power relations that influence particular religious formations as well as the way religious formations respond to and structure social and institutional power relations

Class Format: lecture/discussion
Requirements/Evaluation: this course will be mostly discussion, with grading based upon participation, short writing exercises, a 5- to 8-page take-home midterm exam, and a 8- to 12-page final exam
Prerequisites: none
Enrollment Preferences: majors and concentrators
Enrollment Limit: 13
Expected Class Size: 10
Distributional Requirements:
Other Attributes:
FMST Core Electives

AFR 329(S) The Digital Caribbean
Class Crosslistings: AFR 329/GBST 329
In its rhizomatic structure and development, the internet is analogous to Caribbean culture: born out of disparate pieces and peoples; always already predicated on an elsewhere as home or authority; always already working to ignore geography and physical space. In this course we explore these questions framed by Caribbean Studies, will be our primary focus, community: In what ways do online spaces that claim (or are claimed by) the Caribbean struggle, together or individually, to articulate a cohesive culture? Archival history and voice: Does the ephemerality of online life and the economics of access endanger or enable what we may call the Caribbean subject? Identity and representation: What indeed comprises "the Caribbean subject"? How do questions of authenticity get deployed in crucial moments of tension involving diasporic subjects, particularly in the sped-up world of digital production. These questions, framed by Caribbean Studies, will be our primary focus, but they will be articulated with questions and theories from new digital media studies about knowledge production and circulation, digital boundaries and the democracy of access and usage.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, bi-weekly blog posts and comments, and a 10-page final paper or project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Other Attributes:
FMST Core Courses
AFR 330(S) Modern Folklore: Postcolonial Dance and Music in Africa
Crosslistings: DANC 330/MUS 330/AFR 330
"Folklore is a mixture of traditions, poems, songs, dances and legends of the people. It can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old."—Keita Fodeba, founding Artistic Director of Les Ballet African, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from Europe in the late 1950’s-1990s such as Les Ballets Africain, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N'Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.
Class Format: studio
Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance midterm and final paper
Prerequisites: Any of the following courses offer students preparation or experience DANC 100, 201, 202; MUS 111, 117, 120, 211, 222, 233; AFR 193, 200, 223, experience in a campus-based dance or music ensemble or permission of the instructors
Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites
Enrollment Limit: 14
Crosslistings of AFR 330: MUS 330
Materials/Lab Fee: Occasional fees to attend concerts; fee range free-$35
Distributional Requirements: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: MUS World Music/Ethnomusicology

AFR 334(S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration
Crosslistings: INTR 334/AFR 334/PSCI 346
This seminar reviews how anti-black racist theories have influenced the Obama Administration’s policies and mobilizations; and the influence and impact such theories—expressed in and as activism—have on the racial justice programs and civil rights policies of the Obama Administration. Legal theory, "Afro-pessimism," black feminist/queer theory are forms of radical thought shaping political discourse and influencing new advocacy formations (e.g. the Black Women’s Blue Print and #BlackLivesMatter); these new democracy advocates have in turn shaped the public rhetoric and political initiatives of a black presidency as it grapples with multiculturalism and racial animus.
Class Format: seminar
Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%)
Expected Class Size: 15
Distributional Requirements: Division 2

AFR 335(S) When Harlem was in Vogue (D)
Crosslistings: ENGL 334/AFR 335/AMST 344
This course will examine the aesthetics and politics of the first modern African American cultural movement, known today as the Harlem Renaissance. In our readings of key literary texts by authors such as Alain Locke, Jesse Fausett, Zora Neale Hurston, Eric Walrond, Langston Hughes, Claude McKay, Nella Larsen, and Jean Toomer, we will discuss both the national and global contexts of so-called "New Negro Writing." Furthermore, we will trace the heated debates between Harlem’s leading intellectuals and artists on the definitions of Black art, the themes and language most appropriate to “race literature” (as well as those seen as least appropriate to it), the responsibilities of the Black artist and his or her position vis-a-vis American and world literature. This course fulfills the EDI requirement by examining the relationship between race and canon-making in the early twentieth century.
Class Format: seminar
Requirements/Evaluation: 3 response papers (4-5, 5-6 and 6-7 pages) during the course of the semester; students will also prepare in-class presentations and participate in discussion
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

AFR 336(F,S) Blackness, Theater, Theatricality (D)
Crosslistings: ENGL 316/AFR 336
Representations of African American life have pervaded the various genres and tiers of American culture, embodying a carnival of competing attitudes and perspectives. Many oddities and ironies result from this curious history. For example, African Americans as theatrical figures enter American consciousness via the minstrel stage, while white entertainers wearing burnt cork lampooned Negroes to amuse white audiences. Eventually, black performers created their own versions of minstrelsy, black playwrights created dramas more sympathetic to black life, and representations of black life proliferated in every noteworthy medium. This course will consider how attitudes about blackness have informed or deformed theatrical representations of African American life. It will examine major texts by African American writers, considering both their social importance and their aesthetic experiments and innovations. It will range from politically oriented works of social realism such as Theodore Ward’s Big White Fog and Lorraine Hansberry’s A Raisin in the Sun to expressionistic protest works like Amiri Baraka’s Dutchman and Slave Ship and Ntozake Shange’s For Colored Girls who Have Considered Suicide/When the Rainbow is Enuf. Alongside these, we will also consider a variety of comic traditions, ranging from minstrelsy to Spike Lee’s film Bamboozled and characters created by comedians such as Jackie “Moms” Mabley and Richard Pryor. And how should we assess Porgy, a play by the white writer Dubose Heyward, which evolved into America’s greatest opera, Porgy and Bess? This course will be an ongoing inquiry into the riotous theatricality of American blackness.
Class Format: seminar
Requirements/Evaluation: journal, a 15-page final paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

AFR 337(F) The Black Protest Tradition in America from Prince Hall to Black Lives Matter (D)
Crosslistings: ENGL 336/AFR 337
This course examines the development of various overlapping African American and Afro-Caribbean protest traditions in the past two hundred years, such as Abolitionism, early reparations movements, the civil rights movements, the Black Panthers, black feminism, and Black Lives Matter. We will read a variety of speeches, essays, poems, songs, sermons, and pamphlets by writers, artists, and activists such as David Walker, Robert Wedderburn, Anna Julia Cooper, Ella Baker, Martin Luther King Jr, Malcolm X, Angela Davis, George Jackson, and the Commeto River Collective. We will also examine the documents and online-syllabi of the Black Lives Matter movement. This course fulfills the EDI requirement as its points of focus are race formation in the US and the black liberation tradition that developed in opposition to racist legal and social norms both at home and abroad.
Class Format: seminar
Requirements/Evaluation: 3 response papers (4-5, 5-6 and 6-7 pages) during the course of the semester. Students will also prepare in-class presentations and participate in discussion.

Extra Info: may not be taken on a pass/fail basis

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

Enrollment Preferences: English majors

Enrollment Limit: 25

Expected Class Size: 19

Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST

Distributional Requirements:
Division 1

Exploring Diversity

Other Attributes:
ENGL Literary Histories C

Fall 2016

SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Marina Bilbija

AFR 338T Garveyism (W)

Crosslistings: AFR 338/PSCI 338/LEAD 338

This course explores the life, work, political thought, and activism associated with the Jamaican Pan-Africanist Marcus Mosiah Garvey and the transnational movement—Garveyism—that Garvey ushered into the modern world. We will investigate the founding of Garveyism on the island of Jamaica, the evolution of Garveyism during the early twentieth century across the Americas and in Africa, Garveyism in Europe in the mid-twentieth century, and the contemporary branches of the Garvey movement in our own late modern times. The implications of Garvey's conflict with W. E. B. Du Bois and the subsequent cleavages on political thought and allegiances among their respective adherents will be addressed, along with various other core issues including: the relationship between race, nation, and empire; transnationalism; the meaning of power; notions of leadership; the limitations of understanding Garveyism by the phrase "Back-to-Africa"; the moral philosophy of respect, reproduction, and redemption; prophetic political theory; Pan-Africanism; the impact of Garveyism on political theological movements such as the Nation of Islam and Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.

Class Format: tutorial

Requirements/Evaluation: attendance, five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Preferences: Africana Studies concentrators

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

TUT Instructor: Neil Roberts

AFR 340(S) African Diaspora Religions in the Americas and the Caribbean

Crosslistings: AFR 340/GBST 340/REL 340

Over the last century, historians, social scientists, and religionists have labored to discover the meaning of African dispersal beyond the African continent and its accompanying spiritual lineages. What did it mean to move from the African continent (as opposed to the Australian continent, for example)? What theories of encounter sufficiently adjudicate the synthetic religious cultures of African descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will consider a brief historiography of Africana Religious Studies. The background and perform the second and primary objective of the course: privileging knowledge, place, and performance as central lenses for thematizing and exploring West and Central African religious traditions housed in the Americas. We will cover diverse African diasporic religious traditions including Congo, Dagara, Kuma, New Orleans Voodoo, Spiritual Baptist, and Vodou). We will also explore other African diasporic religious sensibilities that transgress regional and institutional boundaries.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, discussion leadership, two scholarly journal entries, and a final seminar paper of 18-20 pages (which will require working in stages on a proposal, an 8-page draft, and a 15-page draft)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Africana Studies concentrators

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:
Division 2

Spring 2017

SEM Section: 01 W 07:00 PM 09:40 PM Instructor: Meredith Coleman-Tobias

AFR 341(S) Caste, Race, Hierarchy (D)

Crosslistings: ANTH 341/AFR 341/ASST 341/GBST 341

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonialism, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or “untouchable,” backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of “traditional” forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years.

Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining “caste” in one’s own community. In its engagement with hierarchy in our various communities, and in its critical theorization of the commensurability (or not) of distinctive systems of inequality, the course fulfills the EDI requirement.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements:
Division 2

Exploring Diversity

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joel Lee

AFR 342(S) Racial Capitalism

Crosslistings: AMST 440/AFR 342

This class will interrogate the ways in which capitalist economies have “always and everywhere” relied upon forms of racial domination and exclusion. Although the United States will be in the foreground, the subject requires an international perspective by its very nature. We will consider the ways in which the violent expropriation of land from the indigenous peoples of the Americas, paired with chattel slavery and other coercive forms of labor, made possible the rise of a capitalist world economy centered in Europe during the early modern period. We will then explore ways racial divisions have undermined the potential for unified movements of poor and working people to challenge the prerogatives of wealthy citizens, and served to excuse imperial violence waged in the name of the subject. Ideas about gender and sexuality always undergird racial imaginaries, so we will study, for instance, the ways rhetoric about “welfare queens” has impacted public assistance programs, and claims about the embodiment of Asian women play a role in the international division of labor. We will also be attentive to the means -from interracial unionism to national liberation struggles-by which subjects of racial capitalism have resisted its dehumanizing effects. This is a reading intensive course that will challenge students to synthesize historical knowledge with concepts drawn from scholars working in the traditions of Marxst, decolonial, and materialist feminist thought, including: Angela Davis, Cedric Robinson, Anibal Quijano, Chandra Mohanty, David Roediger, Stuart Hall, Ruth Wilson Gilmore, and Silvia Federici

Class Format: seminar

Requirements/Evaluation: attendance and participation; a written mid-term exam; one in-class presentation; research paper proposal; 12-16 page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: previous course work in race and ethnicity, critical studies in neoliberalism or political economy, or permission of the instructor

Enrollment Preferences: American Studies majors

Enrollment Limit: 16

Expected Class Size: 14

Distributional Requirements:
Division 2

Spring 2017

SEM Section: 01 T 01:10 PM 03:50 PM Instructor: Andrew Cornell

AFR 343(T) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W)

Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343

This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in
the United States. Texts include: legal articles; historical analyses such as D’Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Germa, Bush Mama. The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.

Class Format: tutorial
Requirements/Evaluation: weekly primary and response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course attempt
Prerequisites: none
Enrollment Preferences: American Studies and Women's Gender & Sexuality Studies majors and Africana Studies concentrators
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
AMST Critical and Cultural Theory Electives
JLST Interdepartmental Electives
WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017
TUT Section: T1
TBA Instructor: Joy James

AFR 344(F) The City and the Globe (D)
Crosslistings: ENGL 344/COMP 342/AFR 344
This course will introduce the ways literary and filmic representation can tell us about the new and shifting forms of human life that arise in the fluctuating cityscapes of the contemporary world. Working with short stories, novels, and film, this course journeys through depictions of urban life in developing cities across the globe. Our readings take us to literary and cinematic versions of the Caribbean, Asian, South American, and African city. We will read texts by such authors as Italo Calvino, Chimamanda Adichie, Vikram Chandra, Teju Cole, Earl Lovelace, and Roberto Bolaño, and view films such as Chungking Express and City of God. Our secondary and theoretical texts will include writing by Walter Benjamin, Mike Davis, Saskia Sassen, and Achille Mbembe. The course will contribute to the College's Exploring Diversity Initiative by comparing cultural and societal urban contexts from a global perspective.

Class Format: seminar
Requirements/Evaluation: participation in discussion and a class blog, and approximately 20 pages of writing distributed over three papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under Africana Studies
Distributional Requirements: Division 1
Exploring Diversity
Other Attributes:
ENGL Literary Histories C

Fall 2016
SEM Section: 01
TF 02:35 PM 03:50 PM Instructor: Nasia Anam

AFR 346 History of Modern Brazil (D)
Crosslistings: HIST 245/AFR 346
Brazil has been "the country of the future" far longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often lent a booster-ish quality to its descriptions of the country, it has also brought about discourses that suggest Brazil's potential, it also underlies the country's failure to live up to that promise. Being an external "country of the future" must be as much a troubling as a cheering designation. This course will examine the modern history of that country of the future by taking up major themes from independence to the present. Beginning with what was the Latin American standards an easy transition from colony to independent empire, we will analyze the hierarchies that have characterized Brazilian society and their relation to the political and economic evolution of the Brazilian nation-state. The course will give particular attention to the themes of race, gender, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations. Combining cultural, political, and social analyses, this course fulfills the Exploring Diversity Initiative requirement by examining a range of written texts and other sources to understand these and other themes in the lives of Brazilians of different social identities and political standings since Independence.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, and a final exam
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 40
Expected Class Size: 15-20
Distributional Requirements: Division 2

Exploring Diversity
Other Attributes:
GBST Latin American Studies Electives
HIST Group D Electives - Latin America + Caribbean
LATs Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2017
LEC Instructor: Roger Kittleson

AFR 350 Organizing Resistance: Black Activism, Then and Now (D)
This African course will be an experiential learning class designed both to study and to develop a 21st-century activism. It will analyze how effective organizers in the Black world today. Our study component will focus on important past organizations and movements—Fannie Lou Hamer and the organizing of the Mississippi Freedom Summer and "Freedom Democrats" challenge to the Democratic Party. This Student Non-Violent Coordinating Committee, the National Welfare Rights Organization, the Poor People's Budget, The Free Breakfast Program of the Black Panther Party—each with an eye towards understanding how they actually organized and determined their successes and failures. The activism component of the class will take place in Field and/or Albany—with immigrant rights group, prison rights organizations, educational entities—and we will take a Spring break activism trip (for one of our two weeks off), either to Ferguson, Missouri, or to Florida to continue work on those both within and outside of Europe to challenge the coloniality of the world order. This Africana Studies course is an EDI course focusing on the experiences and expressions of the culturally diverse peoples of African descent in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender, and class.

Class Format: seminar
Requirements/Evaluation: two short 5-page papers; final portfolio and/or final paper; class participation
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
JLST Interdepartmental Electives
Not Offered Academic Year 2017
SEM Instructor: Shanti Singham

AFR 358(S) Across the Oceans, Across the Seas (D) (W)
Crosslistings: ENGL 358/COMP 358/AFR 358
This course will consider literature that depicts the circulation of peoples and commodities (and often people as commodities) across the world's oceans in the 19th and 20th centuries. We will consider such issues as the microcosm of the ship, the slave trade and the Middle Passage, indentured servitude and the Indian Ocean, the ocean as a space of flux and transformation, and figures such as the maroon, the castaway, the lascar, and the pirate. We will read texts by Herman Melville, Claude McKay, Derek Walcott, Kamau Brathwaite, and Amitav Ghosh. Secondary and theoretical texts will include works by Paul Gilroy, C.L.R. James, Édouard Glissant, and Khal Torabully. The course will contribute to the College's Exploring Diversity Initiative by exploring cultural encounters and transformations in the transnational, transnational space of the world ocean.

Class Format: seminar
Requirements/Evaluation: participation in discussion and in a class blog, and 20 pages of writing distributed over three papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under Africana Studies
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive

Spring 2017
SEM Section: 01
TF 02:35 PM 03:50 PM Instructor: Nasia Anam

AFR 360 The Political Thought of Frantz Fanon (W)
Crosslistings: AFR 360/PHIL 370/PHIL 360/LEAD 600
Marginalized psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the world order and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar
A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the role of the "Redeemers" following the end of Reconstruction; tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation based on class participation, 2 papers of moderate length, and a comprehensive final examination

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- AMST Space and Place Electives
- HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017

SEM

**Instructor:** Charles Dew

**Course Title:** AFR 369(T)(S) African Art and the Western Museum (D) (W)

**Crosslistings:** ARTH 308/AFR 369

Provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum. This tutorial fulfills EDIT requirements through its exploration of issues of so-called 'authentic' representation, cultural capital, rights of seeing, the politics of representation, and the meaning of art as it applies to African artifacts displayed within the context of a Western art museum.

**Class Format:** tutorial

**Requirements/Evaluation:** field trips to area museums, bi-monthly response papers (5 pages), bi-monthly peer response papers (2 pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** seniors and majors

**Enrollment Limit:**

**Expected Class Size:** 10

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR

**Distributional Requirements:** Division 1

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- AMST Space and Place Electives
- HIST Group F Electives - U.S. + Canada

**Fall 2016**

**LEC Section:** 01 MR 02:35 PM 03:50 PM Instructor: Charles Dew

**Course Title:** AFR 365 History of the New South

**Crosslistings:** HIST 365/AFR 365/AMST 365
AFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism

Crosslistings: RLFR 370/AFR 370/COMP 370

This course will explore relationships between culture and imperialism in France by exploring how the colonial “Other” has been conceived, displayed and collected in French museums, world’s fairs and galleries from the 19th century to the present. Through readings in museum history and theory, we will explore the imperial histories of the Louvre and the Musée de l’Homme, the role of Parisian World’s Fairs in ordering the colonial world, French colonial photography and the creation a body of consumable subjects, and the discourse of collection and preservation in French colonial architecture. Drawing on museum theory, we will also critically examine contemporary Parisian museums such as the Musée du Quai Branly, the Institut du Monde Arabe and the Cité nationale de l’histoire de l’immigration. In addition to readings and discussion, the class will engage in a semester-long project to design a new museum of French history and identity. The group will present all aspects of their museum including location, design, exhibit concept, narrative, and more. This course will be conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.

Class Format: seminar

Requirements/Evaluation: active class participation, response papers, 2 short essays and a final group project

Prerequisites: for students taking the course as RLFR: RLFR 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites

Enrollment Preferences: French and Comparative Literature majors, and Africana Studies concentrators

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Katarzyna Pieprzak

AFR 371 Women Activists and Social Movements

Crosslistings: INTR 371/AFR 371/PSCI 371/WGSS 370

This seminar examines the role of women in “liberation movements,” it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multi-disciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid-late 20th century struggles. Women studied include: Mammie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chungara.

Class Format: seminar

Requirements/Evaluation: attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%)

Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor

Enrollment Limit: 19

Expected Class Size: 19

Materials/Lab Fee: none

Distributional Requirements: Division 2

Not Offered Academic Year 2017

SEM

AFR 375 History of American Childhood (D)

Crosslistings: HIST 375/AFR 375

Over the course of American history both the experience of childhood and our understandings of childhood have changed radically. Children have been bought and sold as slaves, hanged as convicted witches, and purchased, enslaved themselves. A century ago many children were sent “out to work” at ages that our society now defines as too young even to be left alone in the house. Common experiences of modern middle-class American childhood—summer camp, secondary school, and organized youth sports teams—are recent additions to American life. Through reading works of history and autobiographies we will explore American childhood and what attitudes toward specific groups of children reveals about American society. This course is an EDL course (though it is open to all), which explicitly studies expanding children that differ by race and class. In addition, we will interrogate the category of childhood and debate its universality and usefulness. Does the experience of childhood help to “unify” diverse groups of people?

Class Format: lecture/discussion

Requirements/Evaluation: students will be required to write three papers and be expected to contribute actively to class discussion

Prerequisites: none; open to first-year students with instructor’s permission

Enrollment Limit: determined by instructor

Expected Class Size: 20-25

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes:

HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017

LEC

AFR 379(S) Black Women in the United States (D)

Crosslistings: HIST 379/AFR 379/GWSS 379

As slaves and free women, activists, domesticists, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women’s lives from the earliest importation of slaves from Africa and the Caribbean through to woman suffrage, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard “historical” texts. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, and race within a U.S. context.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on student participation, the quality of oral presentation

Prerequisites: none

Enrollment Preferences: History majors and Africana Studies concentrators

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: AMST Space and Place Electives

HIST Group F Electives - U.S. + Canada

GWSS Racial Sexual + Cultural Diversity Courses

Spring 2017

LEC Section: 01 W 07:00 PM 09:40 PM Instructor: Leslie Brown

AFR 381(F) From Civil Rights to Black Power (D)

Crosslistings: HIST 381/AFR 381

AFR 381(F) From Civil Rights to Black Power (D)

Crosslistings: HIST 381/AFR 381

Focusing on African Americans’ demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, this course explores the themes of the black freedom movement as it transpired in the second half of the twentieth century in the United States. The course follows a chronological format that is grounded in post-World War II internationalism and domestic Jim Crow, covers the civil rights and the black power movements of the 1950s, 60s and 70s, and then moves toward current issues in black politics. The topics examined include the strategies and organizing principles of legal challenges, direct action protest, black power activism, coalition building, and public intellectual engagement. The class also assesses the intersection between ideology/activism, culture/politics, and local/regional/national perspectives. Finally, the course uses the black freedom movement as a window onto other political initiatives of the era.

Class Format: lecture/discussion; second weekly meeting will split into two discussion sections

Requirements/Evaluation: willingness to manage an intensive reading schedule and for their intellectual engagement in class discussions; evaluation will be based on class participation, two short papers, and a take home final

Extra Info: course contains primary, secondary, and documentary sources, including a weekly film

Prerequisites: none; some background (e.g. previous coursework) in 20th century U.S. history, American studies, American politics, or Africana studies is recommended

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

HIST Group F Electives - U.S. + Canada

JLST Interdepartmental Electives

JLST Enactment/Applications in Institutions

LEAD Facets or Domains of Leadership

Fall 2016

LEC Section: 01 Cancelled

AFR 390 Transforming the New World and the Old: The Haitian and French Revolutions (D)

Crosslistings: HIST 390/AFR 390

This course focuses on the radical transformative power of the Haitian and French Revolutions, the ways in which they challenged the hierarchies of the New World—of racism, and slavery—and of the Old World—of monarchy, aristocracy, the Church, and even of the bourgeoisie—with long-lasting effect. It will show how the two revolutions were intricately interrelated—even though historians of the French Revolution have usually neglected the Haitian Revolution and downplayed its centrality—and how they initiated a century of Revolution on both sides of the Atlantic. Given the incomplete and unfinished character of both Revolutions, and the fact that the issues they attempted to address live on today, this class will make a conscious attempt to show the continuing relevance of these Revolutions to 21st century movements for
change. This Africana Studies course meets the EDI requirement because it explores the experiences and expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which they confronted, negotiated, and challenged the dominant U.S. and European hierarchies of race, culture, gender, and class.

Class Format: seminar
Requirements/Evaluation: short paper (8-10 pages), research paper (15 pages), final exam and class participation
Prerequisites: none
Enrollment Preferences: History majors and Africana Studies concentrators
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

Expanding Diversity

Other Attributes: History Group C Electives - Europe and Russia
HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017 SEM Instructor: Shanti Singham

AFR 402(S) A History of Family in Africa (D) (W)

This course explores the experiences and expressions of the culturally diverse peoples of Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long-term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in seminar discussion, several short papers, and a final research paper
Prerequisites: previous courses in HIST
Enrollment Preferences: History majors and Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes:
HIST Group A Electives - Africa

Not Offered Academic Year 2017 SEM

AFR 403 New Asian American, African American, Native American, and Latina/o Writing (D)

This course will closely read recent work by Asian American, African American, Native American, and Latina/o writers which challenges conceptions about ethnic literature, avant-garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re-think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based on either one 16- to 18-page seminar paper or on shorter papers (one 7-8 pages and one 9-10 pages); short response papers; participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100-level ENGL course
Enrollment Preferences: American Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Note: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2

Expanding Diversity

Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars
ENGL Literary Histories C

LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2017 SEM Instructor: Dorothy Wang

AFR 404 Making it in Africa: Business in African History

This course explores the experiences and expressions of the culturally diverse peoples of Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long-term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in seminar discussion, several short papers, and a final research paper
Prerequisites: previous courses in HIST
Enrollment Preferences: History majors and Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes:
HIST Group A Electives - Africa

Not Offered Academic Year 2017 SEM

AFR 405(F) Africana Studies and the Disciplines

This course explores the experiences and expressions of the culturally diverse peoples of Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long-term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in seminar discussion, several short papers, and a final research paper
Prerequisites: none
Enrollment Preferences: African Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes:
African Studies Concentrators

Fall 2016 SEM Section: 01 W 01:10 PM 03:50 PM Instructor: James Manigault-Bryant

AFR 406 Crafting Research: Methods in African Studies

Any student of Africana Studies swiftly recognizes there is a limitless breadth to what constitutes “Africana experience” and that there are diverse means through which it is experienced. For example, while some scholars utilize a more historical approach to chronicle Africana experience, others study the black body via performance to unearth nuanced meanings of Africana experience. This capstone seminar will explore a variety of methods and techniques that have emerged with the advent of dynamic new media and digital technologies. Some of the methodologies we will engage include: historical research; digital archiving; quantitative data analysis; ethnographic and qualitative analysis; critical textual analysis; reading the body as art and text; blogging and digital publishing; and evaluating films as text. Serving as a practicum, the course will provide a foundation in a variety of methods as well as hands-on learning. Students will have the opportunity to craft a final research project that is best explored through one or more of the methods we examine.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, response papers, and a final research project
Crosslistings: AMST 427/AFR 427

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies. Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this EDI course investigates the ways that knowledge about mixture and difference have been critically constructed and transformed.

Class Format: Seminar
Requirements/Evaluation: Evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper
Prerequisites: None
Enrollment Preferences: Seniors, concentrators, majors, those with prior relevant coursework
Enrollment Limit: 15
Expected Class Size: 10

AFR 410(F) Black Literary and Cultural Theories
Crosslistings: AMST 410/COMP 410/ENGL 410/AFR 410

This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetics.

Class Format: Seminar
Requirements/Evaluation: Midterm participation (attendance, discussion, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.; analytical paper)
Extra Info: May not be taken on a pass/fail basis
Prerequisites: None
Enrollment Preferences: AMST majors
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Not offered Academic Year 2017

AFR 419 Going to Ground: Considering Earth in the Arts of Africa (D) (W)
Crosslistings: ARTH 419/AFR 419/ENVI 419

Drawing its inspiration from the landmark exhibition  Earth Matters: Land as Material and Metaphor in the Arts of Africa (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base. This course fulfills EDI requirements through its exploration of the effects of globalization and modernization on the African natural environment, and its engagement with diverse cultural legacies, socio-political systems, and economic realities on the continent as contributors to art-making strategies deployed by contemporary African environmental artists. Students will also explore the ways in which African artists have transformed the various conditions and situations of their contexts as individuals defined by gender, sexual orientation, religious affiliation, etc. as well as members of distinctive cultures and communities.

Class Format: Seminar
Requirements/Evaluation: 2-page reading response papers, 2-page paper proposal, and final paper (15 pages) with presentation
Extra Info: May not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: Some coursework in ARTH and/or AFR would be useful
Enrollment Preferences: Seniors and majors
Enrollment Limit: 15
Expected Class Size: 19
Distributional Requirements: Division 2
Not offered Academic Year 2017

AFR 427 Racial and Religious Mixture (D) (W)
Crosslistings: HIST 427/AFR 427

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies. Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this EDI course investigates the ways that knowledge about mixture and difference have been critically constructed and transformed.

Class Format: Seminar
Requirements/Evaluation: Evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper
Prerequisites: None
Enrollment Preferences: Seniors, concentrators, majors, those with prior relevant coursework
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Expanding Diversity
Writing Intensive

Not offered Academic Year 2017

AFR 440(S) Performing Blackness

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

Class Format: Seminar
Requirements/Evaluation: Evaluation will be based on class participation, performance exercises, response papers, and a final creative research project
Extra Info: May not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: None
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Expanding Diversity

AFR 443 Race and Ethnicity in Latin America (D)
Crosslistings: HIST 443/AFR 443

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as “racial democracies” and look at the historical roots and political impact of both “positive” and “negative” stereotypes of race relations in the region.

To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

Class Format: Seminar
Requirements/Evaluation: Evaluation will be based on class participation, one short paper, and a substantial (20-25 page) research paper
Enrollment Preferences: History majors and Latino/a Studies concentrators

AFR Core Electives

Spring 2017

SEM: 01  W 01:10 PM 03:50 PM  Instructor: Rashida Braggs
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017
LEC Instructor: Roger Kittleson

AFR 444 The Black Republic—Haiti in History and Imagination (D)
Crosslistings: AFR 444/HIST 444
This senior Africana capstone course/History seminar explores the central role of Haiti in the American and the transnational pan-African imaginations. As home to the world's only successful slave rebellion, Haiti has been a role model of tremendous importance, stimulating slave rebellions in America and throughout the Caribbean, playing an instrumental role in the liberation of SoA America from the Spaniards, and inspiring decolonization movements in Africa and the Caribbean in the 20th century. Not surprisingly, it has had tumultuous relations with both its colonial occupier, France, and its most powerful neighbor, the United States. From isolation and sanctions, to occupation and U.S. supported dictatorship, this seminar traces the historical suffering endured by Haiti at the hands of western historians, the vivid images Haitians evoke in the American imagination—from boat people and carriers of Aids, to practitioners of voodoo and creators of a uniquely African-Caribbean art—and the role of the French and American governments in the recent coup against President Jean-Bertrand Aristide. Film, dance, literature, music, history, anthropology and religion will be explored in this interdisciplinary course, with an eye towards helping students produce an original work of their own at the final project. By examining Haiti's fraught racial relations—particularly between Haitian blacks and mulattoes—and her early and unique black power movement—noirisme—this class fulfills the requirements of the Exploring Diversity Initiative.
Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, a short paper, and the completion of an original research paper or project
Extra Info: all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators and History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017
SEM Instructor: Shanti Singh

AFR 456F Civil War and Reconstruction
Crosslistings: HIST 456/AFR 456/AMST 456
An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we will study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in some detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.
Class Format: seminar
Requirements/Evaluation: evaluation based on class participation and a substantial research paper based at least in part on primary source materials
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada

Fall 2016
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Charles Dew

AFR 459 Jim Crow: American Apartheid (D)
Crosslistings: HIST 459/AFR 459
Between 1865 and 1967, African-Americans developed and deployed a set of practices that sanctioned racial discrimination. Jim Crow—as this American system of apartheid was called—is one of the least studied aspects of U. S. History. This course explores the law, cultural, economic, and political aspects of Jim Crow; the dynamics of racialized power; and the roles of media and history in sustaining racial inequality. Informed by how segregation operated to construct and sustain differences, it qualifies as an Exploring Diversity Initiative course by linking the issue of diversity to the issue of power relations, investigating how American racial disparities despite constitutional guarantees, and considering how the legacy of racial discrimination affects current domestic issues like public education, affirmative action, and the persistence of poverty. In addition to covering race theory in historical context, the course suggests that current scientific ideas about race—that there are no consequential biological differences among humans—is a recent discovery. Finally, the course examines the discrete development of black communities, institutions, politics, and racial destiny.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation and two shorter assignments leading up to a longer research paper
Enrollment Preferences: junior and senior History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
SEM Instructor: Leslie Brown

AFR 476 Black Radicalism (D)
Crosslistings: HIST 476/AFR 476
Amandal! Black Power! Venceremos! A Luta Continua! Ever since the end of slavery—brought about by the Haitian Revolution, slave rebellions, maroons, Quilombos, Civil War and various other means of resistance—transatlantic people of African descent have demanded radical change in the organization of modern societies. Their struggles and ideas have changed the ways we think and study—through the formation of Africana/African-American/Black-Studies—and the ways in which we express ideas—through the creation of rich traditions of music, dance, theater, poetry, carnivals, sculpture, and art that have acted as global conduits of cultures of resistance. In this Senior Seminar, we will study the most tumultuous period of Black radicalism in the 1960’s, focusing on the Black Panther Party, the League of Revolutionary Black Workers, the Third World Women's Alliance/Angela Davis, the Black Workers, the Third World Women's Alliance/Angela Davis, and African and black power movements—noirisme —this class fulfills the requirements of the Exploring Diversity Initiative.
Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, a take-home mid-term paper, and the completion of an original research paper or project; all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators; History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group A Electives - Africa
HIST Group D Electives - Latin America + Caribbean
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

Not Offered Academic Year 2017
SEM Instructor: Shanti Singh

AFR 482T Fictions of African-American History (W)
Crosslistings: HIST 482/AFR 482
This course examines the form and function of African-American narratives with particular attention to written texts pertaining to the enslavement and freedom of African Americans during the nineteenth and early twentieth century. We will explore the role of books, writing, and reading in the African American South, where the acts of reading and writing had been illegal throughout the Colonial and Antebellum Era. In the course, we will read both historical and fictional narratives that raise explicitly the problem of writing African-American history.
In the first part of the course, we will discuss selected texts (fiction, narrative, and historiography) from the antebellum era in order to schematize the literature of slavery. In the second half of the course, we will take up the discourse of freedom that followed the Emancipation Proclamation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Harriet Wilson, Paul Laurence Dunbar, Sutton Griggs. In addition, we will read historiography on African American slavery, freedom, andurbanization.
Class Format: tutorial
Requirements/Evaluation: weekly paper or critique
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors and Africana Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AFR 483T Freedom in Africa (W)

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write & present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of their partner's work each week.

Requirements/Evaluation: evaluation will be based on the quality of the biweekly presentations and oral critiques, the regular attendance and participation in class, and the final project: the meaning of Africa and of being African.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Enrollment Preferences: History majors

Expected Class Size: 10

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives

GBST African Studies Electives

HIST Group A Electives - Africa

HIST Group F Electives - U.S. + Canada

JLST Theories of Justice/Law

Not Offered Academic Year 2017

TUT Instructor: Gretchen Long

AFR 497(F) Independent Study: Africana Studies

Africana Studies independent study

Class Format: independent study

Distributional Requirements: Division 2

Spring 2017

HON Section: 01 TBA Instructor: James Manigault-Bryant

AFR 498(S) Independent Study: Africana Studies

Africana Studies Independent Study

Class Format: independent study

Distributional Requirements: Division 2

Fall 2016

IND Section: 01 TBA Instructor: James Manigault-Bryant

AFR 494(S) Honors Dossier

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

Class Format: honors independent study

Distributional Requirements: Division 2

Spring 2017

HON Section: 01 TBA Instructor: James Manigault-Bryant

AMERICAN STUDIES (DIV II)

Chair: Professor MARK REINHARDT

Professors: L. JOHNSON, M. REINHARDT, M. RÜA, D. L. SMITH, Associate professors: L. VING, Assistant Professor: D. KIEL, Senior Lecturer: C. CLEGHORN, Affiliated Faculty: Associate Professor: M. E. CEPEDA, Assistant Professors: R. BRAGGS, N. HOWE.

GENERAL PROGRAM DESCRIPTION

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

NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES

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

COURSES AND COURSE NUMBERING

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

THE MAJOR

Required Courses

American Studies 101, America: the Nation and Its Discontents

American Studies 301, Junior Seminar

One 400-level course designated Senior Seminar

Elective courses:

Eight courses: five should be chosen from one of the specializations listed below, the other three chosen from among any of the electives listed, but students must draw their remaining courses from two of the other specializations. Students are also required to take at least one course covering pre-1900 American history or culture; this need not be an additional course, but can be one of the eight electives.

THE DEGREE WITH HONORS IN AMERICAN STUDIES

Candidates for honors in American Studies will undertake a substantial, yearlong, independent project during their senior year. Applicants should have a consistent record of high achievement in courses taken for the major, and normally will have done work in the field of study of their proposed thesis. Students who wish to write or produce an honors project should consult with a prospective faculty advisor in their junior year. Formal application to pursue honors should be made by the time of spring registration in the junior year. Students must submit a brief preliminary proposal describing the proposed project to the Chair of the American Studies Program at this time. Final admission to the honors thesis program will depend on the AMST advisory committee's assessment of the qualifications of the student and the merits and feasibility of the project (including the availability of relevant faculty advisors). If the proposal is approved, the student will be permitted to register for AMST 491, W30, and AMST 492 the following year. The completed project is due in mid-April. Each student will present a short oral presentation of his or her thesis at the end of spring semester. Honors Theses count as one of the eleven courses required for the major.

ADVISING

All majors will be assigned a faculty advisor. Majors must meet with their advisor during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the American Studies major approved. All such arrangements must be approved by the American Studies Advisory Committee.

AMERICAN STUDIES AND OTHER PROGRAMS

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

STUDY AWAY FROM WILLIAMS

We encourage students to pursue cross-cultural comparative studies. A major in American Studies can be combined with study away from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for College credit may also count toward the American Studies major if their subject matter is American culture. Much of the required curriculum of the Williams at Mystic Program also counts toward the major. Students planning to be away in the junior year should have taken American Studies 101 before they leave; those who can take the Junior Seminar before they go away are strongly encouraged to do so. Students should consult as early as possible with the chair or their advisor about their plans for fulfilling the requirements of the major.

SPECIALIZATION FIELDS

To provide focus for work in the major, each student will choose one of the specialization fields listed below and record this choice when registering for the major. This commitment may be revised, in consultation with the chair. At least five electives will be taken from among those designated to support a specialization field. In extraordinary cases, students who wish to do so may be permitted to design their own specialization field. All such arrangements must be approved by the American Studies Advisory Committee.

ARTS IN CONTEXT

This specialization is for students interested in American arts, literature, and media. Its approaches are interdisciplinary: it trains students to examine cultural artifacts with attention to aesthetic form and to the contexts—
Students may check with the program chair to see if other courses not listed here might count as electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AMST 403/COMP 375/ENGL 375/LATS 403</td>
<td>New Asian American Poetry</td>
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<tr>
<td>AMST 351/ENGL 379/COMP 356</td>
<td>Objects that Speak: Contemporary African American Art, Film and Theater</td>
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<td>AMST 307/COMP 311/AFR 301/ENGL 327</td>
<td>Experimental African American Philosophy</td>
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<td>ARTH 310/WGSS 312/AMST 333/COMP 316</td>
<td>An American Family and American Migrations: African American Performance at Home and Abroad</td>
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<td>ARTH 265/AMST 265</td>
<td>Pop Art</td>
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<td>ARTH 264/AMST 264</td>
<td>American Art and Architecture, 1600 to Present</td>
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<td>ARTH 258/LATS 258</td>
<td>Latina/o Installation and Site Specific Art</td>
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<td>AMST 465/AFR 465/COMP 465/ENGL 326</td>
<td>Race and Abstraction</td>
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<td>AMST 336/ENGL 320/COMP 335</td>
<td>Two American Poets: Wallace Stevens and Langston Hughes</td>
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<tr>
<td>AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273</td>
<td>Beyond Tonto: American Indians in Film</td>
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<td>AMST 304/ENGL 389/COMP 307</td>
<td>Asian American Writing and the Visual Arts</td>
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<td>AMST 307/COMP 311</td>
<td>AFR 301/ENGL 327 Experimental African American Poetry</td>
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<td>AMST 335/ARTH 335</td>
<td>Uncoupling the Past: Race and Memory in American Culture</td>
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<td>AMST 336/ENGL 320</td>
<td>The American Dream and the Promise of Equality</td>
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<td>AMST 342/ENGL 342</td>
<td>The American Dream and the Promise of Equality</td>
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<tr>
<td>AMST 342/ENGL 342/ART 343</td>
<td>The American Dream and the Promise of Equality</td>
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<tr>
<td>AMST 351/ENGL 379/COMP 356</td>
<td>Objects that Speak: Contemporary African American Art, Film and Theater</td>
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<td>AMST 351/AMST 351</td>
<td>Blackness, Theater, Theatricality</td>
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<td>ARTH 464/LATS 464</td>
<td>Latina/o Visual Culture: Histories, Identities, and Representation</td>
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<td>AMST 231/ENGL 231</td>
<td>National Geographic: Mapping the Americas</td>
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<td>LATS 338/AMST 339/WGSS 338</td>
<td>Latina/o Musical Cultures: Sounding Out Gender, Race, and Sexuality</td>
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<tr>
<td>LATS 336/COMP 342/ENGL 365/AMST 337</td>
<td>Latina/o and Indigenous Literatures and Media: From Production to Consumption</td>
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<td>MUS 115 American Music</td>
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<td>MUS 151 History of Jazz</td>
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<td>MUS 129/ENGL 129</td>
<td>Whitman and Dickinson in Context</td>
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<td>ENGL 103</td>
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<td>ENGL 105/WGSS 105/AMST 105</td>
<td>American Girlhoods</td>
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<td>ENGL 128/AMST 128</td>
<td>Reading Asian-American Literature</td>
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<td>MUS 149/ENGL 149</td>
<td>First Hand America</td>
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<tr>
<td>AFR 149/ENGL 149</td>
<td>First Hand America</td>
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<td>AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356</td>
<td>Comic Lives: Everyday Life and the Graphic Novel</td>
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<td>THEA 275/COMP 275</td>
<td>English and Comparative Literature: American Drama, Theatricality, and Performance</td>
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<td>THEA 275/COMP 275/ENGL 224/AMST 275</td>
<td>American Drama: Hidden Knowledge</td>
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<tr>
<td>THEA 330/COMP 330/AMST 331</td>
<td>New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City</td>
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</tbody>
</table>

COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

This interdisciplinary specialization examines the role of race, ethnicity, and diasporic movements in the construction of American identities. Students explore how experiences and concepts of race and ethnicity are transformed through the processes of diaspora and immigration. These courses may encompass a broad spectrum of fields such as history, literature, religion, politics, anthropology, gender studies, media and the performing arts, among others. NOTE: Concentrators in this area are required to take a combination of courses that will allow them to comparatively assess the experiences of at least two ethno-racial groups in the Americas.

Elective Courses

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>AFR 132/PSCI 132</td>
<td>Contemporary Africana Social and Political Philosophy</td>
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<tr>
<td>AFR 156/COMP 156</td>
<td>AMST 156/ENGL 233 Thirteen Ways of Looking at Race, Ethnicity, and Diaspora</td>
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<tr>
<td>AFR 200 Introduction to Africana Studies</td>
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<td>AFR 208/AMST 208/REL 262 Time and Blackness</td>
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<tr>
<td>AFR 323/COMP 323</td>
<td>Hiphop and the Changing Same: African American Consciousness And Music 1925-2015</td>
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<tr>
<td>AFR 324/ARTH 324/ART 343/ARAB 342</td>
<td>Contemporary Art and Architecture, 1600 to Present</td>
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<tr>
<td>AFR 332/COMP 332</td>
<td>Hiphop and the Changing Same: African American Consciousness And Music 1925-2015</td>
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<tr>
<td>AFR 336/ENGL 316</td>
<td>Blackness, Theater, Theatricality</td>
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<tr>
<td>AFR 350/Religious Studies 350</td>
<td>Garveyism</td>
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<tr>
<td>AFR 350/Organizing Resistance: Black Activism, Then and Now</td>
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<tr>
<td>AFR 360/PSCI 360/PHIL 360/LEAD 360</td>
<td>The Political Thought of Frantz Fanon</td>
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<tr>
<td>AFR 405</td>
<td>African Studies and the Disciplines</td>
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<tr>
<td>AFR 476/HIST 476</td>
<td>Black Radicalism</td>
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</tbody>
</table>
AMST 101(F,S) America: the Nation and Its Discontents (D) 

inequality, assimilation, aesthetic form, and the role of the U.S. and its imagination, struggle and social change, empire, nation and borders, American exceptionalism and grapple with questions of power and historical documents and legal texts. In this course, we critique notions of gender, sexuality, place, and religion. Over the semester, we will ask critical interdisciplinary study of American culture. We will focus on the workings of me more than U.S. citizenship. This course is an introduction to the

Requirements/Evaluation:

assignments or field trips; Spring—regular writing assignments, including some sections may have additional short writing participation; some sections may have additional short writing assignments or field trips; Spring—regular writing assignments, including several short papers totaling at least 20 pages;

ARTh 405 Seminar in Architectural Criticism
ARTh 416 Wright Writing
ARTh 462/AMST 462/LATS 462/ARTH 562 Art of California: Pacific Standard Time
ARTh 501/LEAD 501 Museums: History and Practice
ARTS 232 On:Location
BIOL 229/ENVI 229 Natural History of the Berkshires: Stone Hill (W)
COMP 243/WGSS 252 Modern Women Writing and the City
ECON 228/ENVI 228 Water as a Scarc Resource
ECON 235 Urban Centers and Urban System
ECON 383 Cities, Regions, and the Economy
ECON 388/ECON 517/ENVI 398 Urbanization and Development
ENGL 318/ENVI 315 Ecocriticism
ENGL 378/ENVI 378 Nature/Writing
ENVI 101 Nature and Society: An Introduction to Environmental Studies
ENVI 110T The Anthropocene: Nature and Culture in the Human Age
ENVI 209/ANTH 209/AMST 209 Ecologies of Place: Culture, Commodities and Everyday Life
ENVI 217/AMST 216 Environmental Humanities: Theory and Practice
ENVI 239/COMP 239 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
ENVI 291/REL 291/SOC 291 Religion and the American Environmental Experience
ENVI 302 Environmental Planning
ENVI 307/PSCI 317 Environmental Law
EOS 206/ENVI 206 Renewable Energy and the Sustainable Campus
HIST 168/AMST 166 1968-1969: Two Years in America
HIST 343/LATS 343 Conquistadors in the New World
HIST 356/AMST 356/LEAD 356 The Rise of the North in Nineteenth Century America
HIST 364/AFR 364/AMST 364 History of the Old South
HIST 365/AFR 365/AMST 365 History of the New South
HIST 367 Frontiers in Early American History, 1607-1687
HIST 370/AFR 370 African American Urban History
HIST 372 The North American West: Histories and Meanings
HIST 379/AFR 379/WGSS 379 Black Women in the United States
HIST 380 Comparative American Immigration History
HIST 478/ENVI 478/AMST 478 Cold War Landscapes
HIST 491T/AMST 490T/ENVI 491T The Suburbs
INTR 322/PSCI 313/AFR 322/AMST 322 Race, Culture, Incarceration
LATS 108/AMST 108/LEAD 108/ENVI 108 Ageing in the City: Growing up and Growing Older in Communities of Color
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 238/ARTS 238 Latina/o Installation and Site Specific Art
LATS 312/AMST 312/ENVI 312 Chicago
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LEAD 313/HIST 385/AMST 367/AFR 367 Race and Inequality in the American City
MAST 352/HIST 352 America and the Sea, 1600 Present
PSCI 110 The Politics of Place in America
PSCI 349 Cuba and the United States
PSCI 410 Senior Seminar: The Politics of Belonging
PSYC 346/ENVI 346 Environmental Psychology
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 380/AMST 380/LEAD 380 American Immigration History
REL 382/LATS 426/WGSS 326/COMP 326 Queer Temporalities (W)
SOC 217 The City
THEA 330/COMP 330/AMST 331 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304 Queer of Color

Enrollment Limit: 26 F 19 S
Expected Class Size: 19
Distribution Notes: Spring section only carries the Writing Intensive designation.
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
EXPE Experiential Education Courses

Fall 2016
SEM Section: 01 TR 11:20 AM 12:36 PM Instructor: Andrew Cornell

Spring 2017
SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Cassandra Cleghorn

AMST 102(S) Artists Respond to Dangerous Times (D)

This introductory studio art course focuses on how contemporary time-based art can address the critical issues of our historical moment. We will look at ways in which language, performance, and the moving image can be used to reckon with the forces that historical events and conditions press upon us as citizens, art makers, and living beings, and think about art-making as a dialogical social force that has the potential to press back. Students will develop their own video, performance, or written work in this vein. The course will give special consideration to particular forms of artist-made film and video: the essay film, activist/grassroots/social media, and performance-based and narrative media that reflect on historical events and the ongoing present. We will look at a variety of work, including: Fionna Banner, Catherine Bigelow, Waaaw B, Nao Bustamante, Paul Chan, Adam Curtis, Jean-Luc Godard, Danny Glover, Dara Greenwald, Sharon Hayes, Spike Lee, Zoe Leonard, Chris Marker, Alain Resnais, Anna Deavere Smith, Lisa Steele, Agnes Varda, The Yez Men, Haskell Wexler, and collections including ACT UP, Pink Blouque, TVTV, and Occupy Wall Street. Readings will include works by Margaret Atwood, Jerome Bruner, Judith Butler, Gregg Bordowitz, Joan Didion, George Lipsitz, Chantal Mouffe, Paul Virilio, David Foster Wallace, among others.

Class Format: studio
Requirements/Evaluation: students will produce three short videos, essayistic or fictional non-academic written works, or action/performance works; evaluation will be based primarily on these works and class participation
Prerequisites: none
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 12
Expected Class Size: 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distribution Notes: meets Division 2 requirement if registration is under AMST, meets Division 1 requirement if registration is under ARTS
Distributional Requirements:
Division 1
Exploring Diversity
Other Attributes:
AMST Arts in Context Electives
FMST Core Courses

Spring 2017
STU Section: 01 T 01:10 PM 03:50 PM Instructor: Liza Johnson

AMST 105(F) American Girlhoods (D) (W)

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of “manners and morals” does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course. We will read works by such authors as Emily Dickinson, Louisa May Alcott, Harriet Jacobs, Henry James, Gwendolyn Brooks, Toni Morrison, and Monique Truong, as well as discuss such popular phenomena as Barbie and the American Girl Doll Company, Girl Scouts, and Riot Grrrls.

This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.

Class Format: seminar
Requirements/Evaluation: several short papers totaling at least 20 pages; active class participation; participation in other short writing assignments
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course; WGSS majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive
Other Attributes:
AMST Arts in Context Electives

Fall 2016

46
AMST 106(T) Thinking of Coming of Age in the City: Growing up and Growing Older in Communities of Color (D) (W)
Crosslistings: ENGL 106/AMST 106
This tutorial examines urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have deeply affected the daily collective lives of certain populations from childhood to old age. This EDI tutorial foregrounds the significance of age, as it crosses over race, class, and gender, in explorations of urban inequality.

Class Format: tutorial
Requirements/Evaluation: five to six 5-page papers, five to six 2-page responses, oral presentations of papers; discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first- and second-year students considering an American Studies major or Latina/o Studies concentration
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Expected Class Size: 15
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01  Cancelled

AMST 107(H) Introduction to Native American and Indigenous Studies (D)
Crosslistings: AMST 107/HIST 107/ANTH 107
This course provides an interdisciplinary introduction to the growing field of Native American and Indigenous Studies (NAIS). We will primarily focus on surveying historical and contemporary Indigenous issues in the United States, but we will occasionally draw upon parallels from settler states around the world. We will critically engage a wide variety of source materials, including historical documents, legal texts, films, essays, novels, and photographs. The course will explore Indigenous social and political experiences, histories of settler colonialism, constructions of Indigenous status and identity, intellectual histories, artistic production, gender and sexuality, decolonization, and self-governance. This course will highlight the intellectual breadth of Indigenous studies, introducing the field's key paradigms, theories, and methods. Because it focuses on cross-cultural interaction and power relations, this course satisfies the Exploring Diversity Initiative (EDI) requirement.

Class Format: seminar
Requirements/Evaluation: three essays (approximately 7 pages each) and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 2
Expected Class Size: 15
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01  Cancelled

AMST 120(F) Science Fiction of the African Diaspora (D) (W)
Crosslistings: ENGL 109/AMST 120/AFR 120
Publishers, authors, academics, and critics often assume that science fiction and fantasy readers are all or mostly white, an assumption driven, perhaps, by the scarcity of black writers in the genre—the science-fiction creative-writing classes I teach at Williams, for example, are depressingly undiverse. And for a long time, among professional science-fiction writers, Samuel R. Delany and Octavia Butler represented pretty much the entire deal. The last fifteen years, however, have witnessed the emergence of a number of black science fiction and fantasy authors from the Americas and Africa. In this course we will read a sample of this fiction, paying particular attention to these questions: In what new ways (if any) do these authors use or imply themes of racial or ethnic otherness. Any story that involves the clash of sentient species, for example, or a nostalgic or disruptive reinterpretation of the social hierarchies of the past, partakes implicitly of this coded language.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on substantial, weekly writing assignments of graduated length totaling 20 pages over the course of the semester and active participation in classroom discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level course
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 1
Expected Class Size: 12
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01  Cancelled

AMST 128(F) Reading Asian American Literature (W)
Crosslistings: AMST 128/ENGL 128/COMP 128
Though the category and term “Asian American” came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary “movement” from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetics. This writing-intensive course closely reads a sampling of texts in a variety of genres and styles—produced by writers from various Asian American ethnic groups—from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of “Asian American”—its contradictions, heterogeneous nature, and our assumptions—and its relation to the idea of “American.” Some questions we will ask: How do Asian American writers link to other English-language texts in the Asian diaspora? How does the ethnic or racial Other function in these texts? Does the Other function at all?

Class Format: seminar
Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: prospective AMST or ENGL majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Expected Class Size: 15
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01  TR 08:30 AM 09:45 AM  Instructor: Dorothy Wang

AMST 132 Contemporary Africana Social and Political Philosophy (D)
Crosslistings: AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Edouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkrumah, Lucius Outlaw, Oyèrónké Oyewumi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to all
Enrollment Preferences: first- and second-year students
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 2
Expected Class Size: 15
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: Paul Park

AMST Arts in Context Electives

Fall 2016
SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: Paul Park

AMST 128(S) Reading Asian American Literature (W)
Crosslistings: AMST 128/ENGL 128/COMP 128
Though the category and term “Asian American” came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary “movement” from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetics. This writing-intensive course closely reads a sampling of texts in a variety of genres and styles—produced by writers from various Asian American ethnic groups—from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of “Asian American”—its contradictions, heterogeneous nature, and our assumptions—and its relation to the idea of “American.” Some questions we will ask: How do Asian American writers link to other English-language texts in the Asian diaspora? How does the ethnic or racial Other function in these texts? Does the Other function at all?

Class Format: seminar
Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: prospective AMST or ENGL majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Expected Class Size: 15
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01  TR 08:30 AM 09:45 AM  Instructor: Dorothy Wang

AMST 132 Contemporary Africana Social and Political Philosophy (D)
Crosslistings: AFR 132/PSCI 132/AMST 132
This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Edouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Charles W. Mills, Nkrumah, Lucius Outlaw, Oyèrónké Oyewumi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to all
Enrollment Preferences: first- and second-year students
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 2
Expected Class Size: 15
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01  TR 08:30 AM 09:45 AM  Instructor: Dorothy Wang
the history of leadership from the colonial era to the Civil War through the study of consequential individuals whose actions shaped seminal moments in American history. As often as possible, the course will analyze rival leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. The course opens with Powhatan, whose Native American empire spanned the East Coast of North America, and John Smith, who confronted this Indian emperor and tried England's first toehold in the New World, and it ends with Abraham Lincoln, who tried to keep together a nation that Jefferson Davis aimed to destroy. In between, the course will explore colonial leaders like John Winthrop, the first governor of the Massachusetts Bay Colony; African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony; and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly writing assignments, three 5-page essay assignments, and a final paper

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017

SEM Instructor: Patrick Spero

AMST 158 From Pocahontas to Crazy Horse: Representations of Native Americans in Popular Culture (W)

Crosslistings: HIST 156/AMST 158

In this class, we will explore a variety of media to interrogate depictions of Native peoples in the United States. By examining popular representations of iconic Native Americans (Pocahontas, Squanto, Sacagawea, and Crazy Horse, among others) in film, children's literature, websites, statuary and portraiture, and alongside scholarly interpretations of their lives, we can parse the creation and evolution of stereotypes about Native peoples and consider the cultural work that such imagery performs. For instance, why is it important to some people to imagine that Pocahontas lived happily ever after with John Smith, or that Squanto gave us the first Thanksgiving? Such national myths are based on kernels of historical reality, but they also elide important details and oversimplify the lives of both Native and European protagonists. By learning more about the complex Native individuals behind the stereotypes, we will face our assumptions, identify the cultural work these images perform, and question why certain portrayals of Native peoples continue to thrive. We will also interrogate other timely and recognizable images such as sports mascots and fictional characters to contemplate the ways that myths about Native pasts (and the stereotypes they engender) continue to affect real people living in this country today.

Class Format: seminar

Requirements/Evaluation: brief response papers (1 page each), short papers (3-5 pages each), and a final paper (of approximately 10 pages); particular attention paid to developing students' drafting and revising processes as well as improving argumentation and style

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: potential history majors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:
Division 2
Writing Intensive

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

Not Offered Academic Year 2017

SEM

AMST 165(S) Slavery in the United States (W)

Crosslistings: HIST 164/AMST 165

Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more engaging and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the "peculiar institution" to its demise with the Civil War.

Class Format: seminar
student will complete a research project which leads to a final research paper

Class Format: lecture
Requirements/Evaluation: class participation and 5 papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada

AMST 166(S) Politics and Prose: Invisible Man in Historical Context (D) (W)

Crosslistings: HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the U.S. in the middle of the 20th century. Ellison's book Invisible Man appeared in 1952, won the National Book Award, and secured a prominent place in the canons of both American and African American arts and letters. Often studied for its literary crafting and for the ways it echoes the work of classic American writers, Invisible Man iterates the black past as it affects its protagonist. This course brings readings in black sociology, anthropology, law, literature, political science, education, folk-life, and music to bear on its examination of the novel and its historical themes, including debates among black ideologues and leaders; links between culture and protest; processes of black migration, urbanization, and community development.

Class Format: seminar
Requirements/Evaluation: class participation and 5 papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive

AMST 167 Let Freedom Ring? African Americans and Emancipation (W)

Crosslistings: HIST 167/AFR 167/AMST 167
This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

Class Format: seminar
Requirements/Evaluation: research paper, short writing assignments, class participation
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive

AMST 168 1968-1969: Two Years in America (W)

Crosslistings: HIST 168/AMST 168
These two years were tumultuous ones worldwide. The escalation of the war in Vietnam, the Soviet invasion of Prague, the student uprisings in Paris and Japan, and the racial politics in the Summer Olympics held in Mexico City all had their counterparts that reverberated in the streets, college campuses, the halls of Congress, movie theaters, and concert halls and rock festivals in the United States. This first-year seminar will examine some of the major events of this time period in America: the assassinations of Martin Luther King, Jr. and Robert Kennedy, the Democratic Convention in Chicago, as well as cultural trends such as the development of the anti-war movement, the push for curricular reforms on college campuses, and the rise of the "counter culture."

Class Format: seminar
Requirements/Evaluation: evaluation will be based on a number of writing assignments: two 3- to 5-page response papers, a 5- to 7-page oral history, an annotated bibliography, and a final 10-page research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2
Writing Intensive

AMST 202 History Behind the Headlines (D)

Crosslistings: HIST 201/AMST 202
This course challenges students to think about the historical roots on contemporary issues, by introducing them to the discipline's approach to "the news." The course asks: What are the historical roots of a given issue in the headlines? How do—and how have—media and public discourses use or abuse history in its news analyses? Is media objective? Is history objective? Can they be? This course meets the EDI requirement.

Class Format: lecture
Requirements/Evaluation: class participation and 3 papers
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: FMST Related Courses

AMST 205 Chicana/o Film and Video (D)

Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.

Class Format: film screenings will be scheduled as a lab
Requirements/Evaluation: evaluation will be based on one short paper, midterm exam, final exam and take home essays
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under ARTH, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ARTH post-1600 Courses
FMST Core Courses
GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Leslie Brown

AMST 205 Chicana/o Film and Video (D)

Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205
Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.

Class Format: film screenings will be scheduled as a lab
Requirements/Evaluation: evaluation will be based on one short paper, midterm exam, final exam and take home essays
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under ARTH, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ARTH post-1600 Courses
FMST Core Courses
GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Leslie Brown
not offered academic year 2017
lec instructor: c. ondine chavoya

amst 207 introduction to latina/o literatures (d)
crosslistings: lats 208/amst 207/comp 211/engl 251
this discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. we will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). students will endeavor to understand how each author defines latinidad. what characterizes latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? how is latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? the readings will provide both a survey of general ideas in the study of latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. readings include works by tomas rivera, cristina garcia, cindy c. road, oscar zeta acosta, junot diaz, alisa valdes-rodriguez, and more. this course fulfills the exploring diversity initiative requirements as it offers students a comparative study of cultures and societies by examining the u.s. racial project of constructing a latina/o people out of various peoples. additional attention is given, under the rubric of power and privilege, to the racial project of constructing a latina/o people out of various peoples.

expected class size: 20

distributional requirements:
division 2
other attributes:
amst arts in context electives
amst comp studies in race, ethnicity, diaspora
lats core electives

amst 208 time and blackness (w)
crosslistings: afr 208/amst 208/rel 262
the concept of time is one of the most examined, yet least theorized, concepts in africana studies. while the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. this may be due to its abstraction as an idea and the level of analysis its conceptualization demands, or because time in the african american experience cannot be understood outside of the meaning of race, which itself is far from tangible. in this tutorial, "time and blackness," we will explore how african american writers across a number of genres understand time. we will read select texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. the following questions will structure our investigation: what are the constituent elements of time in african american writing? how does race shape the ways a writer conceives of the experience of time? in examining writings across genres, is there something that we can call an identifiable african-american "timescape"?

class format: tutorial

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

extra info: may not be taken on a pass/fail basis; not available for the fifth course option

prerequisites: none

enrollment preferences: concentrators in africana studies, majors in religious studies, and majors in american studies

enrollment limit: 10

distributional requirements:
division 2
writing intensive

other attributes:
afr core electives
amst arts in context electives
amst comp studies in race, ethnicity, diaspora

not offered academic year 2017

LEC instructor: james manigault-bryant

amst 209 ecologies of place: culture, commodities and everyday life
crosslistings: env 203/anth 208/amst 209

this course will explore the environmental implications of everyday life in modern america. it will ask how cultural, political, economic, and ecological systems interact to produce ordinary places and vernacular landscapes, from campuses to cul-de-sacs, farms to forests, nation-states to national parks. combining approaches from cultural geography, environmental history, and political ecology, it will focus on the hidden lives of "things"—the commodities and technologies that form the basic building blocks of place: food, oil, water, wood, machines. with strong emphasis on local-global relations, it will look beneath the surface of the ordinary to reveal the complex networks of power, meaning, and matter that connect "here" to "there," "now" to "then," and "us" to "them." in so doing, it will pursue parallel goals: to understand the socio-spatial processes shaping today's global environment; and to explore the cultural systems through which those processes are understood and contested. topics will include the bottled water controversy, factory farming and local agriculture, the political economy of lawns, and the cultural politics of invasive species.

class format: lecture/discussion

requirements/evaluation: three 5-7-page essays and several shorter writing assignments

prerequisites: none; open to first-year students

enrollment limit: 20

distributional requirements:
division 2

other attributes:
amst critical cultural theory electives
amst space and place electives
envi humanities, arts + social science electives
envp pe-b group electives
envp pta-l group electives
evnp sc theory/method courses
envp sc-b group electives
evst culture/humanities

not offered academic year 2017

LEC instructor: nicolas howe

amst 210 culture and incarceration
crosslistings: psci 210/afr 210/amst 210/wgss 210/intr 210

this seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives. students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). the emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the united states.

class format: seminar

requirements/evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%)

prerequisites: none

enrollment preferences: juniors and seniors, or sophomores with permission of instructor

enrollment limit: 15

distributional requirements:
division 2

other attributes:
amst comp studies in race, ethnicity, diaspora
jlst enactment/applications in institutions

not offered academic year 2017

SEM instructor: joy james

amst 211(s) race and the environment (d)
crosslistings: afr 211/envi 211/soc 211/amst 211

in contemporary societies, race remains an enduring impediment to the achievement of equality. generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. in this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. we will begin with a review of some of the landmark texts in environmental studies. "capitalism and ecological racism" like robert bullard's现如今 and david pellow's garbage wars. we will examine how to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for polluting industrial sites. after outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.

class format: lecture/discussion

requirements/evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

prerequisites:
enrollment limit: 20

distributional requirements:
division 2

other attributes:
afr core electives
amst comp studies in race, ethnicity, diaspora
amst space and place electives
envi humanities, arts + social science electives
envp sc-b group electives
Class Format:

Bhanu Kapil, and Tao Lin.

Prerequisites:

presentation, brief response papers, and class participation

H., Cha, John Yau, Mei-mei Berssenbrugge, Tan Lin, Prageeta Sharma,

look at such authors as Jose Garcia Villa, Chuang Hua, Wong May, Theresa H., Cha, John Yau, Mei-mei Berssenbrugge, Tan Lin, Prageeta Sharma, Bhanu Kapil, and Tao Lin.

Class Format: seminar

Requirements/Evaluation: papers (6-8 pp. and 10-12 pp.) plus in-class presentation, brief response papers, and class participation

Prerequisites: none

Enrollment Preferences: If the course is over-enrolled, preference will be given to American Studies majors

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements: Division 2

Other Attributes: AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

AMST Core Courses

Not Offered Academic Year 2017

SEM Instructor: Dorothy Wang

AMST 216(S) Environmental Humanities: Theory and Practice (D)

Crosslistings: ENV 217/AMST 216

How does culture shape our use and imagination of the physical environment? And how does the physical environment shape culture in turn? These are the central questions of the environmental humanities. This course will explore the various ways in which scholars from a broad range of disciplines have sought to answer these questions by incorporating insights from social theory, cultural criticism. Focusing on studies of land and landscape in the Americas from the time of European colonization to the present, it will examine key works from fields such as environmental history, ecocriticism, environmental philosophy, and cultural geography, and it will survey the major methodological and theoretical commitments that unite these fields. Emphasis will be placed on the ideological critique of modernity. How have scholars made environmental sense of liberalism, colonialism, capitalism, nationalism, sexism, racism, and speciesism? How have these “isms” influenced our relations with the natural world, and how can the humanities help us both understand and change these relations for the better?

This course fulfills the Exploring Diversity requirement.

Class Format: lecture/discussion

Requirements/Evaluation: three 5- to 7-page essays; several shorter writing assignments

Prerequisites: ENV/101 or permission of instructor

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: AMST Critical and Cultural Theory Electives

AMST Space and Place Electives

ENVI Humanities, Arts + Social Science Electives

ENVP SC Theory/Method Courses

EVST Culture/Humanities

SCST Related Courses

Spring 2017

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Nicolas Howe

AMST 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes

Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215

Althea Gibson to the Williams Sisters. Judkins (Dr. J.) Irving to Michael Jordan. Johnson Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraints, challenged racial stereotypes, and taken their sports to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercials and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing field.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project

Prerequisites: none; open to all

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC

Distributional Requirements: Division 2

Other Attributes: AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

LEC Instructor: Rashida Braggs

AMST 220(S) Introduction to African American Literature (W)

Crosslistings: ENGL 220/AMST 220/AFR 220

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.

Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

Class Format: seminar

Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over 4 papers

Extra Info: May not be taken on a pass/fail basis; not available for the fifth course option

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

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

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or AFR

Distributional Requirements: Division 1

Writing Intensive

Other Attributes: AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

ENGL 200-level Gateway Courses

ENGL Literary Histories C

Spring 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: David Smith

AMST 221(F) Introduction to Urban Studies: Shaping and Living the City

Crosslistings: LATS 220/AMST 221/ENVI 221

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (5-7 pages) and final essay (8-10 pages)

Extra Info: May not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

AMST Space and Place Electives
AMST 224 U.S. Latina @ Religions (D)
Crosslistings: LATS 224/AMST 224
In this course, we will engage aspects of Latin@ religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latin@ communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices—such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latin@ Muslims, and Santería—by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, historical contexts in Iberia and Latin America, as well as questions of how one studies Latin@ religions. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latin@ religious formations developed, this EDI course examines issues of social and institutional power relations that influence particular religious formations.
Class Format: discussion
Requirements/Evaluation: based upon class participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final review essay
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements:
Division 2: Exploring Diversity
Other Attributes:
AMST Comp Studs in Race, Ethnicity, Diaspora
LATS Core Electives

Not Offered Academic Year 2017
LEC Instructor: Jacqueline Hidalgo

AMST 226(S) Gender and the Dancing Body in America
Crosslistings: DANC 226/WGSS 226/AMST 226
This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America. Starting off the semester with the Puritans’ anti-dance treatises and finishing with controversies about twerking, we will analyze how various Americans have used dance to construct and challenge normative values about gender and sexuality. We will pay particular attention to the intersections of race and class with gender, for example looking at how working-class white men danced in drag and blackface in minstrelsy performance in the mid-19th century, and how a moral panic arose when upper-class women attended “tango teas” in New York to dance with working-class immigrant men. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, and attend live dance performances in the area. No previous dance experience required.
Class Format: seminar
Requirements/Evaluation: participation, reading responses, viewing responses, short midterm paper, final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: WGSS majors
Enrollment Limit: 20
Expected Class Size: 10-15
Distribution Notes: meets Division 1 requirement if registration is under DANC; meets Division 2 requirement if registration is under WGSS or AMST
Distributional Requirements:
Division 1

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM

AMST 227 Utopias and Americas
Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
Where does the term “new world” come from? What do we mean by “utopia,” “utopian,” and “utopianism”? What relationships exist between the people who imagine the utopias and the lands they inhabit? This course considers the relationship between utopian imaginations and the imaginations of the lands and peoples in the Western hemisphere. We will spend some time studying utopian theory, ancient proto-utopias, and utopias in Latin America, though our main focus will be on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re-imagine time, space, environment, gender, family, education, and power. The U.S.A. is the main focus of the class, but we will encourage you to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.
Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, short weekly writing assignments, a 5-page midterm paper, and a 10- to 15-page final research paper examining an American utopia
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements:
Division 2: Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
LATS Core Electives

AMST 229(S) Reel Jesus: Reading the Christian Bible and Film in the U.S.A. (W)
Crosslistings: REL 229/AMST 229
In this course we examine some of the ways that Christian biblical narratives have appeared in late twentieth-century and early twenty-first century Hollywood movies, looking in particular at films such as The Matrix (1999), The Passion of the Christ (2004), Jesus Christ Superstar (1973), The Shawshank Redemption (1994), The Omen (1976), Children of Men (2006), and The Book of Eli (2010). What are the overt and subtle ways that these films seek to interpret and employ biblical texts? Why do they draw upon the texts they do and read them as they read them? What can cinematic interpretations of biblical texts reveal to us about how these texts are used in broader U.S. culture, especially to crystallize and reflect certain political, economic, ethnic, racial, sexual, and social parameters of U.S. cultures? How does an awareness of this scriptural dimension in a work of “popular culture” affect our interpretation of both the film and the scriptural text's meanings? How do varying interpretations of biblical texts help us to understand cinematic meaning? By assuming that we can read both biblical texts and films in multiple and contradictory ways, this class can use film as the occasion for interpreting, analyzing, and debating the meanings, cultural functions, and affective responses generated by biblical narratives in film. Finally, this course asks us to analyze the implications of ways in which we read texts and films. For this interdisciplinary course we will read selected biblical and extra-canonical texts, including selections from canonical and non-canonical gospels, the letters of Paul, and the book of Revelation, but our focus will be on the way that movies (and the people who make them and watch them) make meaning out of these biblical texts.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation based on participation, short writing exercises (1-pg response papers), one 3-pg analytical essay that will also be revised, a 6-pg synthetic midterm essay, and a final 10-pg review essay
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements:
Division 2: Writing Intensive
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
FMST Core Courses

Spring 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Jacqueline Hidalgo

AMST 231(S) Approaches to Media Studies: Analyzing Mediated Difference (D)
Crosslistings: LATS 231/AMST 231/WGSS 232
Media’s influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities. According to the EDI framework this class engages in the comparative study of cultures and societies, examines questions of power and privilege, and aims to sharpen students’ critical theorization of difference in the media.
Class Format: seminar
Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Latinx/o Studies concentrators, American Studies and Women’s Gender & Sexuality Studies majors by seniority
Enrollment Limit: 20
Expected Class Size: 10
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
FMST Core Courses
LATS Comparative Race + Ethnic Studies Electives
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017
SEM Section: 01  TF 02:35 PM 03:50 PM  Instructor: Maria Elena Cepeda

AMST 234(F) Religion and Migration (D)
Crosslistings: LATS 234/REL 234/AMST 234

This course is concerned with the ways in which migrants groups have altered the religious landscape of the U.S. and how they innovatively reproduce practices from their places of origin. Crossing into the U.S. from the eastern seaboard, the Pacific Rim, and the southern border with Mexico, migrants bring their own ways of creating sacred space and negotiated religious life. We will seek to understand the multifaceted relationships between religion and migration. How have migrants negotiated the role of religion in their private and public lives? What have been the social consequences pertaining to gender, power, respectability? The course take into account earlier iterations of migration from the nineteenth century but case studies in this course will draw heavily from the third wave of American immigration, characterized by twentieth-century "internal migrations" of African Americans, Latinas/os, Native Americans, and rural dwellers into the urban environment. We will conclude by examining the ways in which forces of modern globalization have changed the nature of religious diversity in the U.S. In this EDI course, we will extensively compare migrant cultures as we interrogate power and privilege pertaining to race and religion. The cultural production of these migrant groups that we will examine will offer students an empathetic understanding of diverse cultures and their form of belonging.

Class Format: seminar
Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source write up (up to 5 pages), and a final project on "Representing Religious Migrations"
Extra Info: (includes 8-10 page paper based on primary and secondary sources and interactive component: video, map, photographs, material cultures exhibit plan, etc). Course may require a field trip may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: LATS Comparative Race + Ethnic Studies Electives

AMST 240(F) Latina/o Language Politics: Hybrid Voices (D)
Crosslistings: LATS 240/AMST 240/COMP 210

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Class Format: seminar
Requirements/Evaluation: participation, two essays, final take-home examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives

Fall 2016
SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Lloyd Barba

AMST 237 Islam in the United States: From Black Muslims to the War on Terror (D)
Crosslistings: REL 237/AMST 237/AFR 237

Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. In this course we will focus on two fundamental themes in the history of Islam in America: conflict between Muslims over what is "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam". This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relation between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely "religious" and "Islamic" movements, or just racial/political "black nationalist" movements? What is the "guise of religion"? What counts as "legitimately Islamic", and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates about authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous "American-Muslim" identity? How do national narratives around 9/11 and the "War on Terror" impact these narratives about identity? And "authentic" or "orthodox" Islam; and the ways that American history, politics, and culture determine the contours of "American Islam".

Class Format: seminar
Requirements/Evaluation: participation, two essays, final take-home examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: EXPE Experiential Education Courses
FMST Related Courses
LATS Comparative Race + Ethnic Studies Electives

Spring 2017
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Gregory Mitchell

AMST 242(S) Americans Abroad (D) (W)
Crosslistings: COMP 242/ENGL 250/AMST 242

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products ranging from beer to deodorant to cigarettes—had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include "females"? How do cultural stereotypes of male femininity change the ideal shape, appearance, and performance of men? How do cultural ideas about the "male" impact men's own identities? And how do these ideas shape the ways that men respond to gender, power, and sexuality? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course focuses critical thinking about diversity by challenging assumptions of who males are, what being American means, and what it is to be a man. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

Class Format: seminar
Requirements/Evaluation: participation, two essays, final take-home examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2017
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Gregory Mitchell

AMST 240(F) Latina/o Language Politics: Hybrid Voices (D)
Crosslistings: LATS 240/AMST 240/COMP 210

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Class Format: seminar
Requirements/Evaluation: participation, two essays, final take-home examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distribution Notes: meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives

Fall 2016
SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: Maria Elena Cepeda

AMST 241(S) Performing Masculinity in Global Popular Culture (D)
Crosslistings: WGSS 240/AMST 241/LATS 241/TEHA 241/SOC 240

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products ranging from beer to deodorant to cigarettes—had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include "females"? How do cultural stereotypes of male femininity change the ideal shape, appearance, and performance of men? How do cultural ideas about the "male" impact men's own identities? And how do these ideas shape the ways that men respond to gender, power, and sexuality? Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course focuses critical thinking about diversity by challenging assumptions of who males are, what being American means, and what it is to be a man. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.

Class Format: seminar
Requirements/Evaluation: participation, two essays, final take-home examination
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 12
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: EXPE Experiential Education Courses
FMST Related Courses
LATS Comparative Race + Ethnic Studies Electives

Spring 2017
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Gregory Mitchell
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the more recent, often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gelhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner.

Additional reading will be drawn from historical and critical works. All readings will be in English.

This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student’s own experiences.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Preferences: students interested in, or returning from, study abroad; and/or students studying abroad at Williams

Enrollment Limit: 18

Expected Class Size: 18

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

Distributional Requirements: Division 1

Exploring Diversity

Writing Intensive

Other Attributes: AMST Arts in Context Electives

GBST Borders, Exiles + Diaspora Studies Electives

Spring 2017

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Soledad Fox

AMST 244(S) What They Saw in America (W)

Crosslistings: SOC 244/HIST 366/AMST 244

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider’s view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Class Format: seminar

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

Writing Intensive

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

Spring 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: James Nolan

AMST 247(S) Religion, Environment, and the American West (D)

Crosslistings: REL 247/LATS 247/AMST 247/ENVI 247

From the “Land of Enchantment” of New Mexico to the barren reaches of the deserts of the sacred temples on the West Coast that overlook Pacific Ocean, this course explores the peoples and the “sacroscapes” of the American West. Historian Patricia Limerick regards this region as an extraordinary site of consciousness and one of “the greatest meeting places on the planet.” The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged legal/protected definitions of “religion,” and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new “sights,” “cites,” and “sites” in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment. In this EDI course we will use tools of critical theory and historical scholarship to analyze this region, compare religious cultures, and interrogate ways in which religious practices (de)construct notions of race.

Class Format: lecture/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to 5 pages), a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

Exploring Diversity

Spring 2017

LEC Section: 01 TBA Instructor: Lloyd Barba

AMST 256(F) Social Justice Traditions: 1960s to #BLM

Crosslistings: AMST 256/AFR 257

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

ENVI Humanities, Arts + Social Science Electives

LAT’S Comparative Race + Ethnic Studies Electives

Fall 2016

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Andrew Cornell

AMST 257 Beyond Tonto: American Indians in Film (D)

Crosslistings: AMST 257/HIST 357/ARTH 260/ENGL 272/COMP 273

In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by pecking into the device’s viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embodied romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.

Class Format: seminar
Requirements/Evaluation: attend evening film screenings each week; two short papers; and a 10-page final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: American Studies majors
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
FMST Core Courses
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
SEM Instructor: Doug Kiel

AMST 263 Cold War Technocultures
Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union’s collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period.

The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT’s legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin’s spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome’s Limits to Growth report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan’s Strategic Defense Initiative, “Star Wars”. Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Piri Thomas, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).

Class Format: seminar
Requirements/Evaluation: weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor
Prerequisites: none
Enrollment Preferences: preference will be given to students with a demonstrated interest in the study of Cold War science and technology
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Instructor: Grant Shoffstall

AMST 264 American Art and Architecture, 1600 to Present
Crosslistings: ARTH 264/AMST 264
American art is often looked at as a provincial version of the real thing—i.e., European art—and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

Class Format: lecture
Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam
Prerequisites: ARTH 101-102 or permission of instructor
Enrollment Limit: 60
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives
AMST Space and Place Electives
ARTH post-1600 Courses

Not Offered Academic Year 2017
LEC Instructor: Michael Lewis

AMST 265 Pop Art (W)
Crosslistings: ARTH 265/AMST 265
The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, “superstars” and a variety of other accessible and commonplace objects inspired the subject matter, form and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

Class Format: lecture/discussion
Requirements/Evaluation: two short response papers, oral presentation, and one final research paper
Prerequisites: ARTH 102
Enrollment Limit: 16
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Writing Intensive

AMST 266(F) Topics in American Literature: Freedom and Captivity (D) (W)
Crosslistings: ENGL 265/AMST 266
Letters from prison are as central to American literature as are dreams of freedom. This course explores the persistent concern in American literature and culture with forms of freedom and captivity. How have writers witnessed and imagined the experience of dispossession, displacement, internment, diaspora, and emancipation? The course will be weighted toward the 19th century, but will make constant reference to contemporary works as we explore the American carceral imagination in the shift from a slavery democracy to a penal democracy. This course contributes to the College’s Exploring Diversity Initiative by focusing on how cultures and peoples within American society have interacted and responded to one another in the past. In addition to works by Frederick Douglass, Harriet Jacobs, Lydia Maria Child, Zitkala-Sa, Charles Johnson and Julie Otsuka, we will view contemporary films that represent slavery and emancipation (Twelve Years a Slave, Children of the Dust, and the 2016 Birth of a Nation), as well as current contemporary visual art in the collection of the Williams College Museum of Art.

Class Format: seminar
Requirements/Evaluation: three 5- to 7-page papers and one 10-page final essay; weekly short responses.
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: first-year students, sophomores, and English majors who have yet to take a Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Writing Intensive

AMST 267(F) “ Ain’t I a Woman?”: An Introduction to Black Women’s Writing in America (D) (W)
Crosslistings: ENGL 267/NYSS 267/AFR 267/AMST 267
This Gateway course offers a survey of African American women’s writing from the nineteenth century to the present day with an equal emphasis on primary literary texts and feminist criticism. We will trace the development of a black womanist/feminist tradition across various genres and disciplines, beginning with the work of abolitionists such as Frances Ellen Watkins Harper and Sojourner Truth and working our way through key texts of the Harlem Renaissance, the civil rights movement, and post-60s Black Feminist writing. Our discussions will focus on the black feminist tradition’s engagement with race, gender, class, and sexuality as intersecting axes of difference. Writers that we will read include: Zora Neale Hurston, Toni Morrison, Suzan-Lori Parks, bell hooks, Audre Lorde, Hortense Spillers, Kimberlé Williams Crenshaw. This course fulfills the EDI requirement by examining the intersection of different minorizing processes in the experiences and writings of African American women in the US.

Class Format: seminar
Requirements/Evaluation: 3 short response papers (approx. 4 pages each) and one final 7-8-page paper; in class presentations, participation in class discussions
Extra Info: may not be taken on a pass/fail basis
Crosslistings: AMST 275T American Drama: Hidden Knowledge (W)

Prerequisites: sophomores and first-year students who have not yet taken an ENGL Gateway course

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or WGSS

Distributional Requirements: Division 1

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST

Distributional Requirements: Division 1

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or WGSS

Distributional Requirements: Division 1

Writing Intensive

Other Attributes: ENGL Criticism Courses

ENGL 200-level Gateway Courses

Fall 2016

SEM Section: 01 MW 08:30 AM 09:45 AM Instructor: Marina Bilbija

AMST 268(S) American Law, Race, and Narrative (D) (W)

Crosslistings: ENGL 284/AFR 284/AMST 284

This course examines how American and African American writers engaged with legal definitions of race, personhood, and citizenship in the nineteenth and twentieth century. The key jacuntries in the formation of these narratives were the Declaration of Independence, the Fugitive Slave Act, Dred Scott v. Sandford in the ante-beulium period, Ferguson v Flessy in the late nineteenth century and Brown v Board of Education in the mid-twentieth century. Authors we will read include: Frederick Douglass, Herman Melville, Martin Delany, Mark Twain, Charles Chesnutt, Jean Toomer, Bebe Moore Campbell, Ntozake Shange, and Natasha Tretheway. As a course that focuses on the legal and literary constructions of race in the US, this course fulfills the EDI requirement.

Class Format: seminar

Requirements/Evaluation: 3 short response papers (approx. 4 pages each) and one final 7-8-page paper; in-class presentations and participation in class discussions

Extra Info: may not be taken on a pass/fail basis

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

Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: Distribution Notes: Distribution Notes: Division 1

Writing Intensive

Other Attributes: ENGL 200-level Gateway Courses

ENGL Literary Histories B

Spring 2017

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Marina Bilbija

AMST 272(S) American Postmodern Fiction (W)

Crosslistings: ENGL 272/AMST 272

American fiction took a turn at World War II: from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness. Already a paradox emerges: why would World War II make narratives self-reflexive? The best text for this paradox is Heller's Catch-22.


Class Format: seminar

Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Preferences: sophomores, first-years students, or English majors without a prior Gateway

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: Division 1

Writing Intensive

Other Attributes: AMST Arts in Context Electives

ENGL 200-level Gateway Courses

ENGL Literary Histories C

Spring 2017

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: John Limon

AMST 275T American Drama: Hidden Knowledge (W)

Crosslistings: THEA 275/COMP 275/ENGL 224/AMST 275

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twentieth-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machievelli's The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan-Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites.

Class Format: tutorial

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Theatre majors, English majors

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: Division 1

Writing Intensive

Other Attributes: AMST Arts in Context Electives

Not Offered Academic Year 2017

TUT Instructor: Robert Baker-White

AMST 279 From Cahokia to Casinos: Histories of Native North America from Precontact to the Present

Crosslistings: HIST 279/AMST 279

This course will introduce students to the Native American history of North America, from the theories about the arrival of the “first Americans” to this continent, through the possibilities of early encounters and the challenges of different colonial systems, to the creation of the United States and subsequent policies of forced removal, allotment, assimilation, and education. We will also focus on Native responses to such policies, including the Red Power movement and other efforts aimed at gaining the right to be both Native and American. Finally, we will examine the issues facing Indian Country today (such as environmental worries, health concerns, and gaming and land rights) as Native peoples continue to fight to maintain their political, cultural, and territorial sovereignty in the face of what many see as an ongoing process of imperialism. Throughou, we will assume that Native Americans were and are active producers of their own histories, by seeing Native agency, adaptibility, and tenacity, we can undermine the persistent “myth of the vanishing Indian”.

By the end of the course, students will be able to reevaluate their understanding of North American history in general and to answer the question of why Native American histories matter to all of us.

Class Format: discussion

Requirements/Evaluation: students will be evaluated based on their participation in class discussion and completion of the required assignments, including a writing assignment and midterm and final exams

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: History majors

Enrollment Limit: 19

Expected Class Size: 20

Distributional Requirements: Division 2

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

HIST Group P Electives - Premodern

Not Offered Academic Year 2017

LEC

AMST 280 Introduction to Native American History (D)

Crosslistings: AMST 280/HIST 283

Long ignored and romanticized, Native American history has become a vibrant area of study rich with new scholarship. This course will grapple with the most important issues currently driving inquiry within the field. We will investigate pivotal developments in Native American history and build a foundation for future coursework in Native Studies. Course topics will include: the new worlds that Natives and various newcomers created, competing visions for what is now known as the United States, tribal sovereignty, federal Indian policy, notions of authenticity, structures of settler colonialism, resistance movements, Indigenous governance, cultural revitalization, conflict over natural resources, and urban experiences. We will also examine how stories about the Indigenous past have been politicized, and how Indigenous histories can reshape our broader understandings of American history and culture. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will...
examine shifting power relations and cross-cultural interaction in Native America.

Class Format: lecture

Requirements/Evaluation: two short papers and an in-class essay midterm and final

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: American Studies majors and History majors

Enrollment Limit: 40

Expected Class Size: 20

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

HIST Group F Electives - U.S. + Canada

AMST 284 Introduction to Asian American History (D)

Crosslistings: HIST 284/AMST 284/ASST 284

This course serves as the introduction to Asian American history, roughly covering the years 1850 to the present. It examines the lives of Chinese, Japanese, Koreans, Filipinos, Indians, and Southeast Asians in America, and the historical reasons why they came to the US and their subsequent interactions with other ethno-racial groups in the United States. Topics include the anti-Asian exclusion movements, the wartime incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and the war in Viet Nam, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the use of historical texts, primary documents, novels, memoirs, and films. This is an ED1 course because it examines how people from different Asian countries and cultures interacted with each other and those already here in the US. There is a story of immigration, exclusion, resistance, accommodation, and the process of "becoming American."

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on four response papers, two short critical essays (5-7 pages) and a final oral history/family history of an Asian American (10-15 pages)

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

AMST Core Courses

HIST Group F Electives - U.S. + Canada

AMST 300 Lessons of 'The Game': The Wire and American Culture

Crosslistings: AFR 300/AMST 300/SOC 306

The critically acclaimed television program, The Wire, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in "inner city" Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, law enforcement, local city politics, labor unions, education, and the newspaper industry. Though a work of "fiction," sociologist William Julius Wilson has called the show an important and instructive portrayal of the "deep inequity in inner-city America." By contrast, some scholars and critics have decried the series and indeed, courses like this one, as examples of mainstream America's fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct The Wire per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the "War on Drugs." Students should have some familiarity with the show. Africana Studies will show select episodes during Winter Study. Readings will include texts about African American urban life, such as Elijah Anderson's Code of the Street and Sudhir Venkatesh's Gang Leader for a Day. Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on 2-3 short papers (5-7 pages), and a final written project (10 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 50

Expected Class Size: 50

Distributional Requirements: Division 2

Other Attributes: AFR Core Electives

AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

AMST Space and Place Electives

FMST Core Courses

AMST 301(F) Theories and Methods in American Studies (Junior Seminar)

LEC Instructor: James Manigault-Bryant

AMST 301(F) Theories and Methods in American Studies (Junior Seminar)

This course aims to provide a "how to" of American Studies from an integrative, multiracial, and socio-cultural perspective. Taking American culture as a site for testing classic and contemporary theories about how culture works, the Junior Seminar in American Studies serves as an introduction to resources and techniques for interdisciplinary research. Students will be exposed to and experiment with a wide range of current theoretical and methodological approaches employed in American Studies and contributing disciplinary fields, and in the process gain working knowledge in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity and Diaspora; Arts in Context; and Critical and Cultural Theory). The goal of the course is not only for students to develop knowledge of main currents in the field of American Studies but also to become practitioners through a series of assignments that will permit students to exercise their newfound skills. Students will thus, for instance, develop rhetorical analyses, gather ethnographic data, and "read" assorted sites and buildings, as the course explores such problems or topics as national narrations, ethnoracial formations, the American prison system, and the circulation of commodities.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation and a wide variety of student assignments, ranging from postings to the class Glow site, to short, analytical essays (5 pp.), to field work exercises, in class presentations

Prerequisites: AMST 201, junior or senior standing, or permission of instructor

Enrollment Preferences: juniors majoring in American Studies

Enrollment Limit: 15

Expected Class Size: 12

Dept. Notes: required of junior majors

Distributional Requirements: Division 2

Fall 2016

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Dorothy Wang

AMST 302(F) Practicum: Environmental Planning Workshop

Crosslistings: ENVI 302/AMST 302/ENVI 411

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning project.

Class Format: seminar discussion/group workshop/project lab

Requirements/Evaluation: short written exercises, class discussion, class presentations, final group report

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Preferences: Environmental Studies majors, Environmental Policy majors, Environmental Science majors and Environmental Studies concentrators

Enrollment Limit: 16

Expected Class Size: 16

Dept. Notes: required course for students wishing to complete the majors in Environmental Studies, Environmental Policy, Environmental Science and the Environmental Studies concentration.

Distribution Notes: does not meet division 1, 2, or 3 requirements

Distributional Requirements: Non-divisional

Other Attributes: AMST Space and Place Electives

ENVI Core Courses

ENVP Core Courses

ENVS Core Courses

EXPE Experiential Education Courses

SCST Related Courses

Fall 2016

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Sarah Gardner

LAB Section: 02 T 01:00 PM 04:00 PM Instructor: Sarah Gardner
**AMST 304 Asian American Writing and the Visual Arts (D)**

Crosslistings: AMST 304/ENGL 308/COMP 307

This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poetry, poetry "inspired by" paintings, video work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Berssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.

**Class Format:** seminar

**Requirements/Evaluation:** two papers, short assignments, participation

**Prerequisites:** none

**Enrollment Preferences:** American Studies majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Notes:**
- Division 2
- Exploring Diversity
- Other Attributes:
  - AMST Arts in Context Electives
  - AMST Comp Studies in Race, Ethnicity, Diaspora
  - FMST Core Courses

Not Offered Academic Year 2017

SEM Instructor: Sarah Gardner

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**AMST 305 The Sociology of Black Religious Experience**

Crosslistings: AFR 305/REL 315/SOC 305/AMST 305

The United House of Prayer For All People. The Nation of Islam. New Birth Missionary Baptist Church. The African-American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different spiritual tradition, all are examples of the rich religious expressions of Black Americans. This course will introduce students to the landscape of Black religious practices in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.

**Class Format:** seminar/discussion

**Requirements/Evaluation:** evaluation will be based upon class participation, 2-3 short papers, and a final research paper

**Prerequisites:** none, open to all

**Enrollment Preferences:** Africana Studies concentrators and Anthropology/Sociology majors

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Dept. Notes:** this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - AFR Core Electives
  - AMST Comp Studies in Race, Ethnicity, Diaspora

AMST 306 Queer of Color Critique: Race, Sex and Urban Life (D)

Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304

This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works, graphic novels, science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.

**Class Format:** discussion/lecture

**Requirements/Evaluation:** mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/even special events

**Prerequisites:** none

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors or prospective majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- Other Attributes:
  - AMST Comp Studies in Race, Ethnicity, Diaspora
  - AMST Critical and Cultural Theory Electives
  - AMST Space and Place Electives
  - ASAM Related Courses
  - LATS Comparative Race + Ethnic Studies Electives
  - WGSS Racial Sexual + Cultural Diversity Courses
  - WGSS Theory Courses

Not Offered Academic Year 2017

LEC Instructor: Gregory Mitchell

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**AMST 307 Experimental African American Poetry**

Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327

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

**Class Format:** seminar

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

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

**Enrollment Preferences:** American Studies majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - AMST Arts in Context Electives
  - AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM Instructor: Dorothy Wang

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**AMST 309 Womanist/Black Feminist Thought**

Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the explosion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism/black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project

**Prerequisites:** none

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

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - AFR Core Electives
  - AMST Comp Studies in Race, Ethnicity, Diaspora
  - AMST Critical and Cultural Theory Electives
  - WGSS Racial Sexual + Cultural Diversity Courses
  - WGSS Theory Courses

Not Offered Academic Year 2017

LEC Instructor: Rhon Manigault-Bryant

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**AMST 311(F) Development of American Indian Law & Policy (D)**

Crosslistings: AMST 311(H)/LATS 311/COMP 308

In this course, we will conceptualize Native peoples as nations, not merely racial/ethnic minorities. Students will learn about the unique legal landscape in
Indian Country by charting the historical development of tribal governments and the ever-changing body of U.S. law and policy that regulates Indian affairs. We begin by studying Indigenous legal traditions, the European doctrine of discovery, and diplomatic relations between Native nations and European empires. We then shift our focus to treaty-making, the constitutional foundations of federal Indian law, 19th century U.S. Supreme Court decisions, and the growth of the federal bureaucracy in Indian Country. The course devotes considerable attention to the expansion of tribal governments and federal authority during the 20th century, the contemporary relationship between Indian tribes and the federal/state governments, and the role of federal Indian law as both a tool of U.S. colonial domination and a mechanism for protecting the interests of Indigenous communities. No prior background in law or Native American history is required.

Class Format: lecture
Requirements/Evaluation: evaluation will be based upon short papers, group work, and in-class essay exams
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
HIST Group F Electives - U.S. - Canada
JLST Interdepartmental Electives

Fall 2016
LEC Section: 01 Cancelled

AMST 312(S) Chicago
Crosslistings: LAT 312/AMST 312/ENVI 313

“The city of big shoulders has plenty of room for diversity,” reads the official visitor’s website for the city of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity—social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays and popular culture, we will explore the material and discursive constructions of Chicago and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Class Format: Discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (12-15 pages)
Prerequisites: none
Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LAT 220/AMST 221/ENVI 221

Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
GBST Urbanizing World Electives
LATs Core Electives

Spring 2017
LEC Section: 01 MW 07:00 PM 08:15 PM Instructor: Merida Rua

AMST 313(S) Gender, Race, and the Power of Personal Aesthetics (D)
Crosslistings: LAT 313/AMST 313/WGSS 313/AFR 326

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of “minority” females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethnic-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable “African American,” “Latina,” “Arab American” or “Asian American” female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?

Class Format: Seminar
Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LAT 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women’s, Gender and Sexuality Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 12

Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
LATs Comparative Race + Ethnic Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses

Spring 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Maria Elena Cepeda

AMST 314(F) Groovin’ the Written Word: The Role of Music in African American Literature
Crosslistings: AF 314/AMST 314/COMP 321/ENGL 314

In an interview with Paul Gilroy, Toni Morrison once said, “Music provides a key to the whole medley of Afro-American artistic practices.” Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music’s ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals, gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: Lecture/Discussion
Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading responses and/or listening assignments, one 3-page paper, one 6- to 8-page paper consisting of two works, one in-class spoken word performance with 2-page report, final presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course attempt
Prerequisites: none; open to all
Enrollment Limit: 20
Expected Class Size: 15
Division Notes:
Division 2
Distributional Requirements:
AMST Critical and Cultural Theory Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Rashida Braggs

AMST 315 Blackness 2.0: Race, Film and New Technologies
Crosslistings: AF 315/AMST 315

Media theorists have raised three key questions regarding representations of race (or the lack thereof) within contemporary media forms: (1) Is race a liability in the 21st century where utopian forecasts suggest a race-free or “post-race” future? (2) Is there more to new media and race than assumptions about a “digital divide”? (3) Are race distinctions truly eliminated with digital technologies? In this course we will respond to these questions by investigating the nuanced ways that race becomes constructed in popular media forms. Although we will largely focus on representations of blackness in modern film, we will also explore the implications of “new” media and technologies upon the categories of race, gender, and sexuality. We will, for example, consider how avaral-based social and entertainment media becomes a viable forum for conceptualizing race, and whether or not these formats are somehow “better” spaces in which racialized “bodys” can exist. Additional discussion topics may include: how racial discourses in the “real world” are (or are not) reshaped and redefined in the virtual world; blogsphere politics; social networking; gaming and the virtual world; activism on the web; and fandom in the twitter era.

Class Format: Seminar
Requirements/Evaluation: evaluation based on class participation, maintenance & update of a personal blog (including weekly reading-related posts), & the design of a final, original multimedia project explicitly connected to race & new media/race & new technologies
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LATs Comparative Race + Ethnic Studies Electives
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 13
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
FMST Core Courses

Not Offered Academic Year 2017
SEM Instructor: Rhon Manigault-Bryant
Although they represent different genres, what popular films Madea’s Family Reunion (2006), First Sunday (2006), The Princess and the Frog (2009) have in common is that they each offer complex and at times contradictory images of black religious expression in North America. These films, which present varied perspectives on African American experience, implicitly and explicitly engage themes inherent to the study of religion, such as the role of faith in decision-making processes and the use of religious tradition as a means of reinforcing or contesting socio-cultural norms. This course is as much about the use of film to study black religious expression as it is about the use of paradigms of religious thought to study the intersections of gender, race, and religion in film. We will study films of different genres to facilitate discussion about the various dimensions of black religious expression. Conversely, we will use images, metaphors, and teachings found in Religious Studies to discuss what appears on screen. Through interdisciplinary, critical approaches in Film Studies and Popular Culture Studies, this course will examine how black religious expression pervades modern cinema, and will offer constructive strategies for engaging in dialogue with this phenomenon.

Class Format: lecture/discussion

Requirements/Evaluation: class participation and film viewings, film analyses, a Comic Life midterm project, and the completion of an original multimedia narrative

Prerequisites: none

Enrollment Preferences: Africana Studies concentrators, Religion majors

Enrollment Limit: 13

Expected Class Size: 13

Distributional Requirements:
Division 2

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

Not Offered Academic Year 2017

LEC Instructor: Rhon Manigault-Bryant

AMST 317 Black Migrations: African American Performance at Home and Abroad

Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317A

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

Class Format: seminar/discussion

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 15

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA

Distributional Requirements:
Division 2

Other Attributes:
AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives

Not Offered Academic Year 2017

SEM Instructor: Rashida Braggs

AMST 318(F) California: Myths, Peoples, Places (W)

Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318

Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multicultural, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as “sprawling multicultural dystopia,” and California as “west of the west.”

Class Format: seminar

Requirements/Evaluation: this course will be mostly discussion oriented, with short writing exercises, one 3-page essay, review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 19

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
LATS Core Electives

Fall 2016

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Jacqueline Hidalgo

AMST 319 Ethnographic Approaches to African Studies

Crosslistings: AFR 319/ISOC 319/AMST 319

Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources including (but not limited to) first-person accounts, life histories, interviews, observations, and autobiographical materials. Within African Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in African studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document African experience? 2) What are the ethical and political implications of representing African perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in African studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly response papers, a 5- to 7-page critical book review, and the construction of a mini-ethnography

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements:
Division 2

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

Not Offered Academic Year 2017

SEM Instructor: Rhon Manigault-Bryant

AMST 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

Crosslistings: AFR 320/AMST 320/ WGSS 320

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

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Expected Enrollment Limit: 10

Expected Class Size: 15

Distributional Requirements: Division 2

Other Attributes: Afr Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM Instructor: Rhon Manigault-Bryant

AMST 322(F) Race, Culture, Incarceration (D) (W)

Crosslistings: INTR 322/PS 313/AFR 322/AMST 322

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be the impact imprisonment in the United States.

Class Format: seminar

Requirements/Evaluation: brief analytical papers and group presentations.

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 2

Expected Class Size: 15

Distributional Requirements: Division 2

Expanding Diversity

Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives

AMST Space and Place Electives

JLST Interdepartmental Electives

Fall 2016

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joy James

AMST 323(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's Bayou and Ho Che Anderson's King: A Comic Biography, this course illustrates and critiques multiple ways the graphic novel commentaries word and image to create more sensorial access into ethnic trauma, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 19

Expected Class Size: 19

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

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL

Distributional Requirements: Division 2

Other Attributes: Afr Core Electives

AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2016

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Rashida Braggs

AMST 327 Racial and Religious Mixture (D) (W)

Crosslistings: LATS 427/REL 314/AMST 327/AFR 427

The very term “mixture” implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies. Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this EDI course investigates the ways that knowledge about mixture and difference have been critically constructed and transformed.

Class Format: seminar

Requirements/Evaluation: evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper

Prerequisites: none

Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework

Enrollment Limit: 19

Expected Class Size: 10

Distributional Requirements: Division 2

Exploring Diversity

Writing Intensive

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM Instructor: Jacqueline Hidalgo

AMST 328(F) American Social Dramas (W)

Crosslistings: SOC 328/AMST 328/COMP 325/THEA 328

As Shakespeare wrote memorably in Hamlet, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social acts can be critically interpreted real-world events using structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellspring's for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of his or her choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under SOC or AMST; meets Division 1 requirement if registration is under COMP or THEA

Distributional Requirements: Division 2

Writing Intensive

Fall 2016

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Christina Simko

AMST 329 Revolt and Revelation in 20th-Century Americas (D)

Crosslistings: LATS 328/AFR 328/AMST 329/REL 223

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

Class Format: lecture/discussion

Requirements/Evaluation: this course will be mostly discussion, with grading based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 8- to 12-page final essay

Prerequisites: none

Enrollment Preferences: majors and concentrators

Enrollment Limit: none
AMST 331 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City

Crosslistings: THEA 330/COMP 330/AMST 331

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film, and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafradéo Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O’Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose).

Film selections such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Briton, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

Class Format: seminar

Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 12

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST

Distributional Requirements: Division 1

Other Attributes: AMST Arts in Context Electives

AMST 332 Race, Gender, and Performance from Literature to Social Media (D)

Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322

How can contemporary performance expand practices and ideologies of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzanne-Lon Parks’s Venus, David Henry Hwang’s M. Butterfly, and Young Jean Lee’s The Chosen to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces?

This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.

Class Format: seminar

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

Distributional Requirements: Division 1

Other Attributes: AMST Related Courses

AMST 333 An American Family and "Reality" Television (W)

Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family’s life over the course of eight months, the series chronicled the dissolution of the Louds’ marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.

In this class, we will view the An American Family series in its entirety, research the program’s historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: seminar

Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper

Extra Info: not available on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: junior majors, followed by senior majors

Enrollment Limit: 19

Expected Class Size: 14

Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS

Distributional Requirements: Division 1

Writing Intensive

AMST 334(F) Sexual Economies (D)

Crosslistings: WGSS 301/AMST 334/ANTH 301

This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)

Class Format: seminar

Requirements/Evaluation: mid-term essay exam, research proposals/annotated bibliography, app 10-15- page final research paper, field trip reaction paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Women’s Gender & Sexuality Studies majors; short statement of interest

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 1

Exploring Diversity

AMST 335(F,S) Uncovering Williams

Crosslistings: AMST 335/ARTH 335

Sparked by current controversies around visual representations at Williams, this course—a joint effort of the Williams College Museum of Art and the American Studies Program—interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral but are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams’ evangelical history and the role of missionaries in American imperialism; the
symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college’s relationship to slavery and Abolitionism.

Class Format: seminar

Requirements/Evaluation: participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) + bibliography

Extra Info: may not be taken on a pass/fail basis

Prerequisites: sophomore standing or permission of the instructor(s)

Enrollment Preferences: AMST majors

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under AMST; meets Division 2 requirement if registration is under ARTH

Distributional Requirements:
Division 2

Other Attributes:
AMST Arts in Context Electives
AMST Space and Place Electives

Fall 2016
SEMS Section: 01 Canceled

Spring 2017
SEMS Section: 01 W 01:10 PM 03:50 PM Instructors: Dorothy Wang, Kevin Murphy

AMST 336T Two American Poets: Wallace Stevens and John Ashbery (W)

Crosslistings: AMST 336/ENGL 320/COMP 335

This tutorial focuses on the work of two major American poets who are known for their “difficult” poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) are to the twenty-first century what Stevens is to the modernist poet, perhaps the most philosophically oriented American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, “Three Travelers Watch a Sunrise”, by Stevens), as well as writing on poetry and art. We will discuss the overlaps between Stevens’ and Ashbery’s work and lives—their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of the lyric form, among others—but also the differences: Ashbery’s sexuality, his having lived in France, the supposedly more “avant-garde” nature of Ashbery’s work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their work, of poetic tone, of the link between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry movements (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as “What are their politics, implicit and explicit, in their poems?” “What are their views about the United States and American society and culture?” “What assumptions about race, gender and class are embedded in their poetry?” And, always, we will be paying close attention to the question of form and language in Stevens’ and Ashbery’s poetry.

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; papers every other week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: ENGL majors, COMP majors, AMST majors

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
AMST Arts in Context Electives

Not Offered Academic Year 2017

TUT Instructor: Dorothy Wang

AMST 337(F) The Black Protest Tradition in America from Prince Hall to Black Lives Matter

Crosslistings: ENGL 336/AFR 337/AMST 337

This course examines the development of various overlapping African American and Afro-Caribbean protest traditions in the past two hundred years, such as Abolitionism, early reparations movements, the civil rights movements, the Black Panthers, black feminism, and Black Lives Matter. We will read a variety of speeches, essays, poems, songs, sermons, and pamphlets by writers, activists, and artists such as David Walker, Robert Wedderburn, Anna Julia Cooper, Ella Baker, Martin Luther King Jr, Malcolm X, Amin Baraka, Angela Davis, George Jackson, and the Combahee River Collective. We will also examine the documents and online-syllabi of the Black Lives Matter movement. This course fulfills the EID requirement as its points of focus are race formation in the US and the black liberation tradition that developed in opposition to racist legal and social norms both at home and abroad.

Class Format: seminar

Requirements/Evaluation: 3 response papers (4-5, 5-6 and 6-7 pages) during the course of the semester. Students will also prepare in-class presentations and participate in discussion

Extra Info: may not be taken on a pass/fail basis

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

Enrollment Preferences: English majors

Enrollment Limit: 25

Expected Class Size: 19

Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST

Distributional Requirements:
Division 1

Other Attributes:
ENGL Literary Histories C

Fall 2016
SEMS Section: 01 MW 11:00 AM 12:15 PM Instructor: Marina Bilbija

AMST 338(F) The American Renaissance

Crosslistings: ENGL 338/AMST 338

"The American Renaissance" is the name given to US literature from 1830-1860. The explosive cultural energy of this period was provided by expansionist optimism, religious and spiritual experimentation, the horror of slavery and the looming Civil War. It was a period of contradictions: an intellectual exploration of Emerson, Thoreau, and Whitman, or the existential despair of Poe, Hawthorne, Dickinson and Melville, all in the light of the brilliant escaped slave autobiography of Harriet Jacobs, then you won’t grasp much of the cultural history of the United States in the two following centuries.

Class Format: seminar

Requirements/Evaluation: 3 papers totaling about 15 pages, class participation

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

Enrollment Preferences: English majors, American Studies majors

Enrollment Limit: 25

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST

Distributional Requirements:
Division 1

Other Attributes:
ENGL Literary Histories B

Fall 2016
SEMS Section: 01 TF 02:35 PM 03:50 PM Instructor: John Limon

AMST 339 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (D) (W)

Crosslistings: LATS 338/AMST 339/WGSS 338

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Class Format: seminar

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Preferences: Latina/o Studies concentrators, Women’s, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements:
Division 2

Exploring Diversity

Writing Intensive

Other Attributes:
AMST Arts in Context Electives

Not Offered Academic Year 2017

SEM Instructor: Maria Elena Cepeda

AMST 341(S) American Genders, American Sexualities (D)

Crosslistings: ENGL 341/WGSS 342/AMST 341

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two cultural rich periods—roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and the contemporary context of the "postmodern" 21-century—we will
explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, queer or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, as well as screenings of contemporary videos and films. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, and critical theorization, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.

Class Format: discussion/seminar
Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors and/or students interested in WGGSS

Distributional Requirements:

Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGGSS or AMST

Distributional Requirements:

Spring 2017

AMST 342T Interlives: Nineteenth-Century American Literature and the Idea of Home (W)
Crosslistings: AMST 342/COMP 348
We often discuss US history in terms of leaving home: the escape from an old world and the discovery of a new one, the journey from a civilized east to a western frontier, the violent displacement of indigenous peoples and Africans from their native lands. In contrast to these narratives, this course is about staying home. It will explore houses as both actual structures and imaginary places in the work of several major nineteenth-century American writers. We will think about the home as a real space whose walls, windows, and doors organized domestic life—how and when individuals worked, ate, slept, had sex, were enslaved, raised children, cared for the sick, and died—and study the home’s functions as a metaphor for big, abstract ideas about privacy and politics, individualism and nationhood, escape and return, freedom and oppression. Through the careful examination of fiction and personal letters, as well as poetry, photographs, and domestic manuals, the class will consider what it meant to be "at home", what it meant to be imprisoned there, and what it meant to run away. The syllabus will include writing by J.H. Banka, Gustave de Beaumont and Alexis de Tocqueville, Emily Dickinson, Frederick Douglass, Charlotte Perkins Gilman, Harriet Jacobs, Herman Melville, Florence Nightingale, Edgar Allan Poe, Jacob Riis, Henry David Thoreau, Mark Twain and Edith Wharton, as well as secondary materials by Gaston Bachelard, Russ Castronovo, Michel Foucault, Diana Fuss, Caleb Smith, and Wharton (on decorating).

Class Format: tutorial
Requirements/Evaluation: participation, five to six 5-page tutorial papers, five in six 2-page response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: Sophomore, Junior, or Senior standing and at least one previous class in American Studies, English, or Comparative literature, or permission of the instructor
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements:

Spring 2017

AMST 343(S) Contemporary Theatre and Performance Crosslistings: THEA 345/ENGL 349/COMP 355/AMST 345
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in theatre and performance today? What are the hot topics, the new genres, the avant-garde, the popular? This course will consider both experimental and mainstream drama and performance in the United States from the past twenty years, focusing on topics such as: postmodern performance, theatre of memory, one-person performance, collaborative authorship, alternative theatre, performance art, postdramatic theatre, devised performance, virtuosic theatre, immersive theatre, social practice, neo-collectivism, and more. As part of the seminar, students will conduct individual research on selected topics and present their findings through oral reports. We will take a trip to New York to see a show and speak with contemporary theatre makers. Artists and groups considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Bill T. Jones/Arnie Zane, Caryl Churchill, Tony Kushner, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Young Jean Lee, Annie Baker, Branden Jacobs-Jenkins, Quiara Alegria Hudes, Anne Washburn, Elevator Repair Service, Nature Theatre of Oklahoma, The Civilians, and many others. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling right now?"

Class Format: seminar
Requirements/Evaluation: evaluation will be based on written and dramaturgical-based assignments, an oral presentation, as well as in-class discussions and a final creative writing and/or performance project

Not offered Academic Year 2017
TUT Instructor: Jamie Parra

AMST 343T(S) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W)
Crosslistings: INTR 343/WGGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D’Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama. The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.

Class Format: tutorial
Requirements/Evaluation: weekly primary and response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Preferences: American Studies and Women's Gender & Sexuality Studies majors and Africana Studies concentrators
Enrollment Limit: 10
Expected Class Size: 8

Distributional Requirements:

Spring 2017
TUT Section: T1  Instructor: Joy James

AMST 344(S) When Harlem was in Vogue (D)
Crosslistings: ENGL 334/AFR 335/AMST 344
This course will examine the aesthetics and politics of the first modern African American cultural movement, known today as the Harlem Renaissance. In our readings of key literary texts by authors such as Alain Locke, Jessie Fauset, Zora Neale Hurston, Eric Walrond, Langston Hughes, Claude McKay, Nella Larsen, and Jean Toomer, we will discuss both the national and global contexts of so-called "New Negro Writing." Furthermore, we will trace the heated debates between Harlem's leading intellectuals and artists on the definitions of Black art, the themes and language most appropriate to "race literature" (as well as those seen as least appropriate to it), the responsibilities of the Black artist and his or her position vis-a-vis American and world literature. This course fulfills the EDI requirement by examining the relationship between race and canon-making in the early twentieth century.

Class Format: seminar
Requirements/Evaluation: 3 response papers (4-5, 5-6 and 6-7 pages) during the course of the semester; students will also prepare in-class presentations and participate in discussion

Spring 2017
SEM Section: 01  TR 09:55 AM 11:10 AM  Instructor: Marina Bilbija

AMST 345(S) Contemporary Theatre and Performance Crosslistings: THEA 345/ENGL 349/COMP 355/AMST 345
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in theatre and performance today? What are the hot topics, the new genres, the avant-garde, the popular? This course will consider both experimental and mainstream drama and performance in the United States from the past twenty years, focusing on topics such as: postmodern performance, theatre of memory, one-person performance, collaborative authorship, alternative theatre, performance art, postdramatic theatre, devised performance, virtuosic theatre, immersive theatre, social practice, neo-collectivism, and more. As part of the seminar, students will conduct individual research on selected topics and present their findings through oral reports. We will take a trip to New York to see a show and speak with contemporary theatre makers. Artists and groups considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Bill T. Jones/Arnie Zane, Caryl Churchill, Tony Kushner, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Young Jean Lee, Annie Baker, Branden Jacobs-Jenkins, Quiara Alegria Hudes, Anne Washburn, Elevator Repair Service, Nature Theatre of Oklahoma, The Civilians, and many others. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling right now?"
AMST 346 Hispanics/o and the Media: From Production to Consumption

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/o construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media affect our understandings of ethno-racial identities, gender, sexuality, class, language, and nation?

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 12- to 15 page research paper conducted in stages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course
Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
FMST Core Courses
FMST Related Courses
LATS Core Electives

AMST 349(S) Sexuality and US Literatures of the 19th Century (D)

If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible identities at the end of the nineteenth century, what constituted “sexualities” before that? This course will explore how sexualities were expressed, regulated, denied and embraced “before identity” through reading closely some of the most central literary and cultural works of the period alongside a set of methodologically and theoretically diverse critical works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.

Class Format: seminar
Requirements/Evaluation: engaged and thoughtful discussion, in-class writing, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: ENGL, WGSS, and AMST majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: ENGL Literary Histories B

AMST 352(S) Grassroots Organizing and Civil Resistance

This course examines the ways that ordinary people exercise collective power to influence elites, access resources, and even topple authoritarian governments. We will explore a variety of case studies—from the U.S. labor movement and urban community organizing, to recent direct action campaigns to prevent climate catastrophe—in order to gain insight into the art and science of grassroots mobilization. The class will make use of scholarship from the fields of history, sociology, and peace studies to probe the nature of political consent and the efficacy of forms of nonviolent action, such as boycotts, strikes, and blockades. Most importantly, however, we will draw from the personal expertise, tool kits, and training manuals of on-the-ground organizers to develop practical skill sets that can be applied in a variety of settings. Students will gain hands-on experience with important organizing techniques, such as power-mapping, 1-on-1 conversations, and action scenario planning. We will also consider the importance of expressive cultures and artistic practices to social change efforts, and delve into abiding challenges, such as building coalitions across race and class differences. The course will prove useful for those considering careers in social work, the labor movement, international NGOs, the law, public education, or political journalism.

Class Format: seminar
Requirements/Evaluation: attendance and participation; in-person skills assessments; group project; short essay-style final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: American Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2

AMST 364(F) History of the Old South

Crosslistings: HIST 364/APR 364/AMST 364

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 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.

Class Format: discussion
Requirements/Evaluation: evaluation based on class participation, two papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

AMST 365 History of the New South

Crosslistings: HIST 365/APR 365/AMST 365

A study of the history of the American South from 1877 to the present. Social, political and economic trends will be examined in some detail: the role of the “new南南南南南南南南南南南南南南南南南南南南南南南南南南南南南南南南南South” in Reconstruction, tenancy, sharecropping, and the rise of agrarian radicalism; Southern Progressivism; the coming of racial segregation and the destruction of the Jim Crow system during the years of the Civil Rights movement; Southern politics during the depression and post-World War II years.

Class Format: discussion
Requirements/Evaluation: evaluation based on class participation, two papers of moderate length, and a comprehensive final examination
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

AMST 369 American History in Film

Crosslistings: HIST 369/AMST 369

Film can tell a story in ways that words alone cannot; films about history can “re-enact” the past for the purposes of entertainment. But like words, they can inform or dis-inform. Because the narrative arc requires resolution, movies may gloss over complexities. And yet, filmmakers also can deploy tools and methods that delve deeply into the intimacies of a singular life, the intricacies of a singular experience, or the nuances of a singular interaction. This course uses popular films about 19th and 20th century American history explore the
following questions: What do movies about America history (generally and specifically) convey about American culture? How have depictions of ideas, events, and people in American history changed over time? What historical depictions were or are controversial, when, and why? Why have certain films about American history sustained popularity? Films include Birth of a Nation; Gone with the Wind; Casablanca; Tora! Tora! Tora!; Malcolm X; Apocalypse Now; and others.

Class Format: seminar; the class will meet twice weekly, with a separate weekly film screening

Requirements/Evaluation: several reviews and short papers, and a final paper or project

Prerequisites: knowledge of American history strongly recommended

Enrollment Preferences: junior and senior History majors; then sophomores; then first years

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 2

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

Not Offered Academic Year 2017

SEM Instructor: Leslie Brown

AMST 379 American Pragmatism

Crosslistings: PHIL 379/AMST 379

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Class Format: seminar

Requirements/Evaluation: final paper, several short assignments

Prerequisites: at least two PHIL courses

Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major

Enrollment Limit: 25

Expected Class Size: 12-15

Distributional Requirements: Division 2

Other Attributes: AMST Critical and Cultural Theory Electives

PHIL History Courses

TEAC Related Courses

Not Offered Academic Year 2017

SEM Instructor: Steven Gerrard

AMST 383 Whiteness and Race in the History of the United States (D)

Crosslistings: HIST 383/WGSS 383/AMST 383

If race is socially and historically constructed, then the study of race relations in the U.S. extends to the topic of whiteness. And if we are never without the past, then "whiteness" must be a part of current discussions about American political culture, citizenship, and social issues. This course uses the prism of race to explore social, political, and economic development in U.S. history, following the development of "whiteness" through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racial politics and popular culture in the twentieth century, and ends with a look at the current issues. This course is framed by several questions: What about other analytical categories, like gender and class (or region or ethnicity or sexuality)? How have these experiences shaped and been shaped by the racial category of whiteness? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily critiques the roots of racial disparities. This class is not for the faint-hearted. Informed participation is necessary to its success. The course fulfills the requirements for the Exploring Diversity Initiative because it examines the differences and similarities between white Americans and other American cultures, and because it explores whiteness as a prism for understanding the operations of power and privilege in American society.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation and four papers

Enrollment Preferences: students in History, Africana Studies and Women's, Gender and Sexuality Studies

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

SEM Instructor: Leslie Brown

AMST 397(F) Independent Study: American Studies

American Studies independent study

Class Format: independent study

Distributional Requirements: Division 2

Fall 2016

IND Section: 01 TBA Instructor: Mark Reinhardt

AMST 398(S) Independent Study:American Studies

American Studies independent study

Class Format: independent study

Distributional Requirements: Division 2

Spring 2017

IND Section: 01 TBA Instructor: Mark Reinhardt

AMST 400 Real Indians: Indigeneity and the Authenticity Problem (D)

Crosslistings: AMST 400/ANTH 321

In settler societies, Indigenous peoples must be recognized by the state as sufficiently authentic in order to have rights as legitimate Indigenous peoples. This constitutes a structural dilemma in which Indigenous people face considerable pressure to embody external stereotypes and racial expectations. In this seminar, we will engage with recent scholarship in Native American and Indigenous Studies that addresses indigeneity as a political status, a supposed biological category and frozen temporal/geographic state, and a social experience. Our readings will also engage feminist and queer perspectives on the problem of authenticity and we will devote attention to the appropriation of Indigenous culture by non-Indigenous people. Our primary focus will be on Anglophone settler states, especially the United States and Canada, but we will occasionally draw upon examples elsewhere in the world. Moreover, we will discuss indigeneity as a source of global affinity among colonized peoples and as a human rights framework within the United Nations. This course will fulfill the Exploring Diversity Initiative (EDI) requirement as we will critically engage colonial power structures and processes of othering.

Class Format: seminar

Requirements/Evaluation: attendance/participation in discussion, two short papers, and a 12- to 15-page final

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: American Studies, Anthropology, and Sociology majors

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017

SEM Instructor: Doug Kiel

AMST 403 New Asian American, African American, Native American, and Latina/o Writing (D)

Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403

Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity"/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant-garde writing is seen to concern itself "purely" with formal questions, divorced from the socio-historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant-garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latina/o writers which challenges preconceptions about ethnic literature, avant-garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re-think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.

Class Format: seminar/discussion

Requirements/Evaluation: evaluation will be based on either one 16- to 18-page seminar paper or two shorter papers (one 7-8 pages and one 9-10 pages); short response papers; participation

Prerequisites: those taking this as an ENGL class must have previously taken a 100-level ENGL course

Enrollment Preferences: American Studies majors

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements: Division 2
AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W)

Classroom: LATS 408/AMST 408

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience. The course fulfills the Exploring Diversity Initiative requirement as it explores how various forms of urban inequality affect the collective experience of social actors in diverse race and class categories. It focuses on the complex and contradictory ways in which urban residents confront, negotiate, and at times challenge social and structural inequalities and the changing political economy of U.S. cities.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a short essay, a series of writing exercises, and a seminar-long final project
Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first-year students
Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 2

Class Format: Writing Intensive

Class Format: seminar
Requirements/Evaluation: evaluation will be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course of the five-course sequence
Prerequisites: LATS 105, WGS 101 or AMST 201; junior or senior standing
Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Expected Class Size: 10
Distributional Requirements: Division 2

Class Format: seminar

Requirements/Evaluation: evaluation will be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course of the five-course sequence
Prerequisites: LATS 105, WGS 101 or AMST 201; junior or senior standing
Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Expected Class Size: 10
Distributional Requirements: Division 2

Class Format: seminar
Requirements/Evaluation: evaluation will be based on student participation, a short essay, a series of writing exercises, and a semester-long final project
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 2

AMST 416 U.S. Settler Colonialism and Empire (D) Crosslistings: AMST 416/HIST 363

Colonialism in American history is too often regarded as a finite period ending with independence or the "closing of the frontier," but as Patrick Wolfe argues, "settler colonialism is a structure, not an event." This seminar debunks the myth of the US as an "empire of liberty," and delves into a new generation of scholarship that frames settler colonialism and imperialism as deep-seated organizing principles that have characterized the United States since its founding. We approach settler colonialism as an enduring set of power relations and governmental practices that uphold Euro-American domination and seek to eliminate Indigenous power. The course covers topics such as: ideas of Manifest Destiny, military conquests of Native peoples, the shifting ideas of Manifest Destiny, military conquests of Native peoples, the shifting ideas of Manifest Destiny, military conquests of Native peoples, the shifting

Expected Class Size: 12
Distributional Requirements: Division 2

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in discussions of weekly readings, short reviews, and a final paper that is 12-15 pages
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 2

AMST 440(S) Racial Capitalism Crosslistings: AMST 440/AFR 342

This class will interrogate the ways in which capitalist economies have "always and everywhere" relied upon forms of racist domination and exclusion. Although the United States will be in the foreground, the subject requires an international perspective by its very nature. We will consider the ways in which the violent expropriation of land from the indigenous peoples of the Americas, paired with chattel slavery and other coercive forms of labor, made possible the rise of a capitalist world economy centered in Europe during the early modern period. We will then explore ways racial divisions have undermined the potential for unified movements of poor and working people to challenge the prerogatives of wealthy citizens, and served to excuse imperial violence waged in the name of securing resources and "opening markets". Ideas about gender and sexuality always undergird racial imaginaries, so we will study, for instance, the ways rhetoric about "welfare queens" has impacted public assistance programs, and claims about the embodiment of Asian women play into the international division of labor. We will also be attentive to the means - from interracial unionism to national liberation struggles-by which subjects of racial capitalism have resisted its dehumanizing effects. This is a reading intensive course that will challenge students to synthesize historical
knowledge with concepts drawn from scholars working in the traditions of Marxist, decolonial, and materialist feminist thought, including: Angela Davis, Cedric Robinson, Aníbal Quijano, Chandra Mohanty, David Roediger, Stuart Hall, Ruth Wilson Gilmore, and Silvia Federici.

Class Format: seminar
Requirements/Evaluation: attendance and participation; a written mid-term exam; one in-class presentation; research paper proposal; 12-16 page research paper.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous coursework in race and ethnicity, critical studies in neoliberalism or political economy, or permission of the instructor.

Expected Class Size: 14
Distributional Requirements: Division 2

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars
AMST Space and Place Electives

Spring 2017

SEM Section: 01
T 01:10 PM 03:50 PM
Instructor: Andrew Cornell

AMST 456(F) Civil War and Reconstruction
Crosslistings: HIST 456/AMST 456

An examination of one of the most turbulent periods in American history, with special emphasis on the changing status of Afro-Americans during the era. During the war years, we shall study both the war itself and homefront conditions: military, naval, political, economic, and especially social aspects will be examined in detail. Our study of Reconstruction will concentrate on the evolution of federal policy toward the Southern states and the workings out of that policy in the South, particularly as it relates to the freedmen.

Class Format: seminar
Requirements/Evaluation: evaluation based on class participation and a substantial research paper based at least in part on primary source materials.
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2

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

Fall 2016

SEM Section: 01
W 01:10 PM 03:50 PM
Instructor: Charles Dew

AMST 460(S) Modern American Indian Social and Political History (D)
Crosslistings: AMST 460/HIST 460

Popular narratives of American Indian history often conclude with the 1890 Wounded Knee Massacre and fail to acknowledge the endurance and resurgence of modern Indigenous nations. In this readings seminar, we will historicize modern social and political issues in Native America and examine the processes of resistance, renewal, accommodation, and change from the reservation era to the present. Course topics will include: treaty rights and tribal sovereignty, federal Indian policy, social movements, reservation governance, economic development, cultural revitalization, conflict over natural resources, identity and belonging, and urban experiences. We will also reflect upon the various interdisciplinary sources and interdisciplinary methods of Indigenous studies.

Class Format: seminar
Requirements/Evaluation: attendance/participation in discussion, two short 5-page papers, and a 12- to 15-page final paper.
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Exploring Diversity

Other Attributes:
AMST Critical and Cultural Theory Electives

Spring 2017

SEM Section: 01
Cancelled

AMST 462 Art of California: Pacific Standard Time (D) (W)
Crosslistings: ARTH 462/AMST 462

In this course, we will study the visual arts and culture of California after 1960 and consider the region’s place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102
Enrollment Preferences: senior Art major and senior Latin/o Studies concentration
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under AMST, meets Division 2 requirement if registration is under AMST or LATS
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive

Other Attributes:
AMST in Context Electives
AMST Space and Place Electives
ARTH, Honors Courses

Not offered Academic Year 2017

SEM Instructor: C. Ondine Chavoya

AMST 465 Race and Abstraction
Crosslistings: AMST 465/AFR 362/COMP 465/ENGL 326

Minority artists—writers and visual artists mainly and, to a lesser degree, musicians—face a difficult “double bind” when creating works of art: the expectation is that they, like their racially marked bodies, will exhibit their difference by means of concrete signifiers (details, tropes, narratives, themes) of racial difference. Thus, the question of difference. This course will examine a broad array of works ranging from the popular and the academic imaginary, minority subjects and artists, poets, and the abstract signifying category—homogeneous, undifferentiated, “other,” marginalized, non-universal—while racially “unmarked” (white) artists occupy the position of being universal and individual at once. The irony, of course, is that, say, an African American poet’s being read as an abstract signifier does not mean that the black subject or writer is seen as capable of engaging in abstract ideas. This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei-mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works.

This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei-mei Berssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.

Class Format: seminar
Requirements/Evaluation: two papers (one 6-8 pages and the other 10-12 pages), in-class presentation, brief response papers, and class participation.
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100-level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required.
Enrollment Limit: 13
Expected Class Size: 13
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements: Division 2

Other Attributes:
AMST in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars

Not offered Academic Year 2017

SEM Instructor: Dorothy Wang

AMST 469 Notions of Race and Ethnicity in American Culture (D)
Crosslistings: HIST 469/AMST 469

While “race” and “ethnicity” have always played fundamental roles in shaping the course of American culture and the definition of who is or who can be an “American,” our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, policy, practice, and theory. This course fulfills the Exploring Diversity Initiative because it examines various dynamics of power structures based on race and ethnic politics, as well as class and gender relations.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on weekly response papers, an exercise with the Williams College Museum of Art, an annotated bibliography, and a final research paper of 20-25 pages; students will also be required to lead a class discussion.
ENROLLMENT LIMIT: 15

EXPECTED CLASS SIZE: 10-15

DISTRIBUTIONAL REQUIREMENTS:
Division 2

HIST Group F Electives - U.S. + Canada

Fall 2016
HON Section: 01 TBA Instructor: Mark Reinhardt

Spring 2017
HON Section: 01 TBA Instructor: Mark Reinhardt

AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017

SEM Instructor: Scott Wong

AMST 478(F) Cold War Landscapes
Crosslistings: HIST 478/ENVI 478/AMST 478
The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final 20- to 25-page research paper

Enrollment Preferences: History, Environmental Policy, and Environmental Science majors if over-enrolled

Expected Class Size: 10

Distributional Requirements:
Division 2

HIST Group F Electives - U.S. + Canada

Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Karen Merrill

AMST 490T The Suburbs (W)
Crosslistings: HIST 491/ENVI 491/AMST 490
The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeownership to wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Preferences: History majors and students with previous coursework in History

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
ANSO 205(S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between historical and statistical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands-on training in field methods in which the students will design and undertake their own pilot field projects.

Class Format: seminar
Requirements/Evaluation: full-participation in the seminar, several short papers, an independent ethnographic project and a final research proposal
Prerequisites: ANTH 101 or SOC 101 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

Other Attributes: SCST Related Courses

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: David Edwards

ANSO 305(F) Social Theory

An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. What is modern about modern social theory? How do social thinkers construe "society" and "culture," and have these constructions withstood challenges over time? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and communities, and/or nation states? What are the possibilities and limits of systematic approaches to the study of human social experience? The course emphasizes major differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world.

Class Format: seminar
Requirements/Evaluation: full participation in the seminar, regular reading response papers, a major paper, and a take-home final
Extra Info: formerly ANSO 206
Prerequisites: ANTH 101 or SOC 101 or ANSO 205 or permission of the instructor
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 19
Expected Class Size: 15

Department Notes: AMST Critical and Cultural Theory Electives
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives
ENVP SC-B Group Electives

Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Olga Shevchenko

ANSO 402(S) Senior Seminar

This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The instructor will consult with the students in late fall to decide on the topics for discussion. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.

Class Format: seminar
Requirements/Evaluation: full participation, major research project and paper (30 pages), class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: only senior majors in Anthropology and Sociology, or permission of instructor
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: none
Expected Class Size: 12
Distributional Requirements: Division 2

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Antonia Foias

ANTH 101(F,S) How to Be Human (D)

Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.

Class Format: lecture/discussion of case studies and ethnographic films
Requirements/Evaluation: two short essays, a final examination and class participation
Prerequisites: first-year students and sophomores
Enrollment Preferences: first-year students and sophomores; juniors and seniors admitted only by permission of instructor
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 2

Exploring Diversity

Fall 2016
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: David Edwards

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Joel Lee

ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology?

Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how archaeology reconstructs the various aspects of human society from the physical record of prehistory. How do we study the subsistence and settlement patterns, the political and social organization, and the economy and ideology of prehistoric societies who have left behind mute material records? The objective of anthropological archaeology is to bring to life these prehistoric cultures through archaeological analysis. The different goals, approaches and methodologies of modern archaeology will be discussed theoretically and then applied to case studies.

Class Format: lecture/discussion/class presentations of case studies
Requirements/Evaluation: class presentations, two papers, midterm and final exams
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 2

Not Offered Academic Year 2017

LEC Instructor: Antonia Foias
ANTH 107(S) Introduction to Native American and Indigenous Studies (D)
Crosslistings: AMST 107/HIST 107/ANTH 107
This course provides an interdisciplinary introduction to the growing field of Native American and Indigenous Studies (NAIS). We will primarily focus on surveying historical and contemporary Indigenous issues in the United States, but we will occasionally draw upon parallels from settler states around the world. We will critically engage a wide variety of source materials, including historical documents, legal texts, films, essays, novels, and archaeological evidence. The course will explore Indigenous social and political experiences, histories of settler colonialism, constructions of Indigenous status and identity, intellectual histories, artistic production, gender and sexuality, decolonization, and self-governance. This course will highlight the intellectual breadth of Indigenous studies, introducing the field's key paradigms, theories, and methods. Because it focuses on cross-cultural interaction and power relations, this course satisfies the Exploring Diversity Initiative (EDI) requirement.

Class Format: seminar
Requirements/Evaluation: three essays (approximately 7 pages each) and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2017
SEM Section: 01 Cancelled

ANTH 208 Afghanistan Post-Mortem
Crosslistings: ANTH 208/ASST 208/PSCI 220/GBST 208
The United States attacked and defeated the Afghan Talibab regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Talibab regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamic political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation-building and social and political reform.

Class Format: seminar
Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Instructor: David Edwards

ANTH 209 Ecologies of Place: Culture, Commodities and Everyday Life
Crosslistings: ENVI 209/ANTH 209/AMST 209
This course will explore the environmental implications of everyday life in modern America. It will ask how cultural, political, economic, and ecological systems interact to produce ordinary places and vernacular landscapes, from campuses to cul-de-sacs, farms to forests, nation-states to the global. Combining approaches from cultural geography, environmental history, and political ecology, it will focus on the hidden lives of "things"—the commodities and technologies that form the basic building blocks of place: food, oil, water, wood, macadam. With strong emphasis on local-global relations, it will look beneath the surface of the ordinary to reveal the complex networks of power, meaning, and matter that connect "here" to "there," "now" to "then," and "us" to "them." In so doing, it will pursue parallel goals: to understand the socio-spatial processes shaping today’s global environment; and to explore the cultural systems through which those processes are understood and contested. Topics will include the bottled water controversy, factory farming and local agriculture, the political economy of lawns, and the cultural politics of invasive species.

Class Format: lecture/discussion
Requirements/Evaluation: three 5- to 7-page essays and several shorter writing assignments
Prerequisites: none; open to first-year students
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives

ANTH 210(S) The Challenge of ISIS
Crosslistings: ANTH 210/HIST 210/ARAB 210/RELU 240/GBST 210
What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Talibab, and al-Qaeda, the course will go on to investigate how ISIS derives and manifests its ideological and organizational structures from these earlier movements and how it deviates from them. We will look at distinct aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture
Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Other Attributes: GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East

Spring 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructors: David Edwards, Magnus Bernhardsson

ANTH 214(F) The Rise and Fall of Civilizations
Crosslistings: ANTH 214/ENVI 224
Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human predatory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: lecture/class discussion
Requirements/Evaluation: mid-term, final exam, paper, two quizzes
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2016
LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Antonia Foias

ANTH 216T(S) Urbanism in the Ancient World (D) (W)
Crosslistings: ANTH 216/GBST 216
This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Eurasia and the Americas. We will delve deeply into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanities had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?
This course fulfills the Exploring Diversity Initiative through a comparative study of urban cultures and societies across the world in premodern times and by theorizing how power and privilege inequalities were manifested and dealt with in these ancient cities.
Class Format: tutorial
Requirements/Evaluation: 5-page papers every other week; oral responses on alternate weeks; tutorial attendance is required
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: sophomores; or majors in Anthropology or Sociology
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
- Division 2
- Exploring Diversity
- Writing Intensive

Anthropology/Sociology majors, then to sophomores, and finally to first-year students

Not Offered Academic Year 2017
LEC Instructor: David Edwards

ANTH 230 Musical Ethnography (D)
Crosslistings: MUS 230/ANTH 230

This course fulfills the EDI requirement, with particular emphasis on empowering understanding.

Please note: This course requires students to devote regular time outside of class to the study of a musical community.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: some musical training/experience necessary; see instructor for more information
Enrollment Preferences: students with some musical experience
Enrollment Limit: 10
Expected Class Size: 6
Dept. Notes: MUS World Music/Ethnomusicology

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH

Distributional Requirements:
- Division 1
- Exploring Diversity

Other Attributes: FMST Core Courses

Not Offered Academic Year 2017

ANTH 231 Survey of Linguistic Diversity: Meaning, Context and Communication
Crosslistings: JAPN 231/ANTH 231

This course explores ways in which human experiences, including vision, space, emotion and interpersonal awareness are encoded similarly or differently between Western and Asian languages. The course centers around two core areas of linguistics, semantics (study of meaning) and pragmatics

Class Format: team-taught, through a mixture of lectures and discussions
(study of meaning in context and use), which are discussed from cognitive, cultural and social perspectives. Discussion topics include: grammar and cognition, lexicon and culture, conceptual metaphor, honorific systems, and theories of politeness. Lectures and in-class activities will primarily focus on two typologically distant languages, English and Japanese, for comparison. Reading materials may include data from other languages as well, and students may work on languages of their interest for selected assignments.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on class discussions/exercises, assignments and exams
Prerequisites: none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under ANTH
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
LEC

ANTH 232(F) Town and Gown: Investigating the Relationship of College and Community

Team-taught by an anthropologist and a journalist, this course investigates the relationship between Williams College and the surrounding communities of Northern Berkshire County via ethnographic/journalistic research conducted by students. The course will look at several case studies centered on "town-gown" relations in different eras and locations in order to contextualize and compare the role of alcohol and athletics in town/gown relations, and how the increasing geographical material for understanding the relationship of Williams to its neighboring communities. Among the topics to be considered and possibly investigated will be the social and economic effects of colleges on local communities, the role of alcohol and athletics in town/gown relations, and how the increasing geographical material for understanding the relationship of Williams to its neighboring communities. The focus of the course will be on student research, and a large percentage of class time will be devoted to learning the basic techniques of ethnographic and journalistic research, including interviewing, oral historical research, survey research, and participant-observation. Each student will conduct a major research project of his or her own devising, which will culminate in an investigative report and a public presentation.

Class Format: seminar
Requirements/Evaluation: class participation, research exercises, major ethnographic research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a previous course in ANTH or SOC
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:
Division 2

Fall 2016
SEM Section: 01 M 07:00 PM 09:40 PM Instructors: David Edwards, Christopher Marcisz

ANTH 233 Spiritual Crossroads: Religious Life in Southeast Asia (D)

Crosslistings: ANTH 233/ASST 233/REL 253

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalisms are both especially marked.

Class Format: seminar
Requirements/Evaluation: midterm, short essays, term paper
Prerequisites: none; open to non-majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:
Division 2

Exploring Diversity
Other Attributes: GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2017
SEM Instructor: Peter Just

ANTH 246(F) India's Identities: Reproducing the Nation,Community and Individual (D) (W)

Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246

This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions — Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2002, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu & Kashmir) for our analysis of how religion, gender, and class intersect to provide a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at how Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir. Our course readings include ethnographic, sociological, and historical analyses, as well as oral histories and popular media. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical & social changes in India.

Class Format: tutorial
Requirements/Evaluation: weekly writing assignments and tutorial attendance every week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2

Exploring Diversity
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. We ask questions such as: How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body and sexuality were produced in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.

Class Format: seminar
Requirements/Evaluation: the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor
Prerequisites: none
Enrollment Preferences: majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
SEM Instructor: Kim Gutschow

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transnational implications of Buddhism as it has been undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and lay people, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?
Class Format: lecture/discussion
Requirements/Evaluation: full attendance and active participation; two essays
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

Not Offered Academic Year 2017
LEC Instructor: Georges Dreyfus

This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far-flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhist discourses transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.
Requirements/Evaluation: two midterm papers, weekly GLOW participation, final research papers, and class participation
Prerequisites: none
Enrollment Preferences: majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: GBST East Asian Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
SEM Instructor: Kim Gutschow
ANTH 262(F) Language and Power

"A language is a dialect with an army and a navy." This (originally Yiddish) aphorism points to a paradox: language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we broadcast or disguise our social location by the way that we talk? How are ideologies and cultural values encoded into everyday speech and styles of speaking? In this introduction to linguistic anthropology, students will gain familiarity with key concepts (sociolect, performatives, code-switching, language ideology), themes (language and nationalism) and debates (the relation between language and thought) in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project: either an analysis of a linguistic ideology operative in the Williams or Berkshire County community, or an ethnographic micro-study of a linguistic interaction.

Class Format: lecture
Requirements/Evaluation: regular postings of critical response papers and an ethnographic final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 18
Distributional Requirements: Division 2

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Joel Lee

ANTH 270 Object and Place/Memory and Nation (D)

This course explores the role of object and place in the creation and perpetuation of national identity. In particular, we will consider the role of monuments, battlefields, museums, and various "sacred" sites in inculcating a sense of shared origins, values, commitments, and ultimate ends. Using a variety of key theoretical texts (including Benedict Anderson's *Imagined Communities* and Eric Hobsbawm and Terence Ranger's *The Invention of Tradition*) and maintaining a focus on two countries — Afghanistan and the Czech Republic — with long and painful histories of foreign invasion and occupation, the EDI course focuses on the ways in which people orient themselves within the symbolic worlds they inherit and how they negotiate the tragedies of circumstance.

Class Format: seminar
Requirements/Evaluation: two essays, an in-class presentation, and a take-home exam
Prerequisites: none
Enrollment Preferences: 1) Anthropology and Sociology majors; 2) students who have taken one or more ANSO courses
Enrollment Limit: 24
Expected Class Size: 24
Distributional Requirements: Division 2
Exploring Diversity

Not Offered Academic Year 2017
SEM Instructor: David Edwards

ANTH 272 Sex and the Reproduction of Society

Crosslistings: ANTH 272/WGSS 272

Why is reproduction such a controversial subject in society today, especially in areas of medicine, culture, and religion? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices and discourses across the globe? This course seeks to examine the myriad ways that societies police the range of practices surrounding reproduction— including fertility, conception, pregnancy, birth, abortion, and motherhood. We will pursue a comparative analysis of reproduction across major societies and cultures, through an in-depth look at specialized topics such as the new reproductive technologies, the medicalization and ritualization of obstetrics in America, the continuing controversies over abortion across the globe, and the ongoing debates about the rise of women and the "End of Men". Throughout the course, we remain focused on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we explore the varying ritual and medical practices that surround reproduction in different cultural contexts, from high tech to low tech settings and societies. We will deconstruct the process of human reproduction through readings culled from a variety of cultures and disciplines including anthropology, medicine, religious studies, sociology, and gender and sexuality studies.

Class Format: seminar
Requirements/Evaluation: in-class presentations, attendance, class blog, final research paper
Prerequisites: none
Enrollment Preferences: majors in Anthropology/Sociology, Women's Gender & Sexuality Studies

Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: ANTH Humanities, Arts + Social Science Electives

ANTH 279 The Body in Power

Crosslistings: ANTH 279/REL 274

The thesis of this course is that ritual plays a crucial role not only in legitimizing and mobilizing political power, but also in determining whether people decide to act in defense of or dissent against the status quo. In the first part of the semester, we focus on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, while also creating rituals for ensuring the preservation of the dominant social order against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be consideration of how the body is ritually marked as either an expression of a linguistic ideology operative in the Williams or Berkshire County community, or an ethnographic micro-study of a linguistic interaction.

Class Format: seminar
Requirements/Evaluation: class participation, three short response papers, and one 10- to 12-page research paper
Prerequisites: none
Enrollment Preferences: open to first years
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Instructor: Kim Gutschow

ANTH 301(F) Sexual Economies (D)

Crosslistings: WGSS 301/AMST 334/ANTH 301

This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)

Class Format: seminar
Requirements/Evaluation: mid-term essay exam, research proposals/annotated bibliography, app 10-15-page final research paper, field trip reaction paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Women's Gender & Sexuality Studies majors; short statement of interest
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity

Fall 2016
SEM Section: 01 MW 07:00 PM 08:15 PM Instructor: Gregory Mitchell

ANTH 321 Real Indians: Indigeneity and the Authenticity Problem (D)

Crosslistings: AMST 400/ANTH 321

In settler societies, Indigenous peoples must be recognized by the state as sufficiently authentic in order to have rights as legitimate Indigenous peoples. This constitutes a structural dilemma in which Indigenous people face considerable pressure to embody external stereotypes and racial expectations. In this seminar, we will engage with recent scholarship in Native American and Indigenous Studies that address indigeneity as a political status, a supposed biological category and frozen temporal/geographic state, and a social experience. Our readings will also engage feminist and queer perspectives on the problem of authenticity and we will devote attention to the appropriation of Indigenous culture by non-Indigenous people. Our primary focus will be on Anglophone settler states, especially the United States and...
Canada, but we will occasionally draw upon examples elsewhere in the world. Moreover, we will discuss indigeneity as a source of global affinity among colonized peoples and as a human rights framework within the United Nations. This course will satisfy the Exploring Diversity Initiative (EDI) requirement and we will critically engage colonial power structures and processes of othering.

**Class Format:** seminar

**Requirements/Evaluation:** attendance/participation in discussion, two short papers, and a 12- to 15-page final

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** American Studies, Anthropology, and Sociology majors

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

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

Not Offered Academic Year 2017

**SEM**  Instructor: Doug Kiel

**ANTH 322(F) Trash**

**Crosslistings:** ANTH 322/ENVI 322/GBST 322

**What is waste? What is filth? Why do titles or categories of sanitation workers—"garbage man," for instance—bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on the Middle East, South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Cairo, Dhaka, and New York, respectively. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of short film, multimedia presentation, or paper.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** regular posting of critical response papers and an ethnographic final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** seniors and juniors

**Enrollment Limit:** 30

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

Fall 2016

**LEC Section:** 01  MR 02:35 PM 03:50 PM  Instructor: Joel Lee

**ANTH 324 Empires of Antiquity (W)**

**Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest civilizations, or states that encompass a number of different ethnicities, polities and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history: Persian; Assyrian; Mongol; Roman; Chinese; Ottoman; Aztec; and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the causes of the expansion and collapse of these empires. We will also explore the sociopolitical and economic structures as mechanisms for their maintenance in order to provide a cross-cultural comparison of the differential success and final decline of all these empires.

**Class Format:** seminar

**Requirements/Evaluation:** weekly short response papers and a research paper, class presentation and participation

**Prerequisites:** none; open to first-year students

**Enrollment Limit:** none

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

Writing Intensive

Not Offered Academic Year 2017

**SEM**  Instructor: Antonia Foias

**ANTH 328T Emotions and the Self (D) (W)**

**Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things—neuro-physiological states—or sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?**

**Class Format:** tutorial

**Requirements/Evaluation:** typical for that of a tutorial

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; open to first-year students

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Writing Intensive**

**Other Attributes:** AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2017

**TUT**  Instructor: Peter Just

**ANTH 331 Witchcraft, Sorcery, and Magic**

Beliefs in magic, malign and otherwise, have been nearly universal in human experience. This course examines these beliefs in an attempt to understand their cognitive basis, symbolic effectiveness, and social consequences. In particular we will approach the question of "magical thinking" as a universal non-rational way of seeing the world. What does the fact of presumably rational people holding apparently irrational beliefs say about the whole idea of rationality? Are witches self-aware agents who believe in the malign magic they practice, or are they innocent, marginalized victims of hegemonic powers? To answer these and other questions we will draw on case studies from a broad range of ethnographic and historic sources, including Aguaruna love magic, Azande oracles, Voodoo in Brooklyn, and witches in Renaissance Italy and twentieth-century England.

**Class Format:** seminar

**Requirements/Evaluation:** a midterm, class presentation, and a term paper

**Prerequisites:** Anthropology 101 or permission of instructor

**Enrollment Preferences:** Anthropology and Sociology majors and upperclassmen

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

Not Offered Academic Year 2017

**LEC**  Instructor: Peter Just

**ANTH 334 Imagining Joseph (W)**

**Crosslistings:** ANTH 334/COMP 334/JWST 334/REL 334

**Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentaries, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.**

**Class Format:** seminar

**Requirements/Evaluation:** 3- to 5-page weekly response papers; 15-page final paper; class participation

**Prerequisites:** none

**Enrollment Preferences:** based on responses to a questionnaire

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Distribution Notes:** meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

**Distributional Requirements:** Division 2

**Writing Intensive**

**Other Attributes:** JWST Core Electives

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ANTH 335 In Between: The Ritual Construction of Identity and Difference
This course examines the categories of inclusion and exclusion, safe and dangerous, and points right and wrong that constitute cultural worlds, while also creating the middle zones that make cultural creativity possible. Beginning with the trajectory of "similarity" and rules of passage in the work of Arnold Van Gennep and Victor Turner, we will go on to look at Mary Douglas's seminal work on the construction of categories of inclusion and exclusion and other theoretical works on ritual and the sacred. In the course of the semester, we will write a variety of cultural contexts in which linchpin is of central importance, including transvestism in traditional Native American and contemporary US cultures, various avant garde artistic movements, and the ritual construction of the suicide bomber/martyr in Islamist practice.

Class Format: seminars, research paper, and final exam

Requirements/Evaluation: class participation, short two response papers, research paper, final exam

Prerequisites: ANTH 101, SOC 101 or another ANTH/SOC course

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 20

Expected Class Size: 18-20

Distributional Requirements: Division 2

ANTH 340 Artisan and Connoisseur (W)
In recent decades Americans have increasingly taken up the small-scale hand-work production of specialized goods as a livelihood, depending on connoisseurs who appreciate and are willing to pay high prices for their goods. Products ranging from cheeses to wooden boats have secured markets enabling lifestyles that appear to challenge classic capitalist modes of labor and consumption. We'll explore this movement. Students will conduct original research resulting in a major paper and presentation.

To elaborate: We will explore the differences among traditional craftsmen, hobbyists, and contemporary artisans, considering the nature of creativity and hand-work. We will use Marx's concepts of the alienation of labor and commodity fetishism as a frame for understanding the ways in which both artisans and connoisseurs appear to be resisting modern capitalist modes of production and consumption. But we will also look at the ways in which artisans' articulation with capitalism and industrial production has shifted over time, beginning with the Arts and Crafts movement around the turn of the last century, through the "hippies" of the 1960s and '70s, to more recent entrepreneurial artisans and those engaged in the "Maker Movement."

The course entails a commitment to undertaking an original, possibly ethnographic research project in which a student undertakes a detailed investigation of the production and consumption of an "artisanal" product, involving a preparatory paper, a preliminary proposal, and culminating in a research paper at least 20 pages and a class presentation.

Class Format: seminar

Requirements/Evaluation: 5-page paper, 8-page proposal, 20-page research project, and class presentation

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors; seniors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 2

Writing Intensive

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

ANTH 340 Artisan and Connoisseur (W)

ANTH 341(S) Caste, Race, Hierarchy (D)
Caste in India looms large in global social thought as a kind of benchmark comparing the commensurability (or not) of distinctive systems of inequality, the course fulfills the EDI requirement.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 2

Exploring Diversity

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joel Lee

ANTH 346 Islam and Anthropology
Crosslistings: ANTH 346/REL 346/ARAB 280/ASST 346
If anthropologists have helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with influential social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge of "practice" and relations to the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discourse resource, ethical project, and embodied community.

Class Format: seminar

Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading

Prerequisites: none

Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

ANTH 346 Islam and Anthropology

ANTH 347 Tribe and State on the Afghan-Pakistan Border
Crosslistings: ANTH 347/ASST 347
One of the major challenges President Obama will face in his first term in office involves the perilous situation on the border between Afghanistan and Pakistan. While the problems in the region are generally framed in relation to Islamic extremism, the more fundamental issue is the failure of the Afghan and Pakistani governments to exercise control over the tribes that occupy the mountainous frontier. This course will look first at the history of the Afghan and Pakistani states and of the Pashtun and Baluchi tribes that are part of, yet independent from the states that surround them. We will go on to consider the role of Islam as a political force in the region, with particular emphasis on the ways in which outside religious groups, most recently al-Qaeda, have managed to gain a foothold in the borderlands, despite the historic resistance of the tribes to outsiders of any kind. The course will also examine the efforts of, first, the Soviet Union in the 1980s and, more recently, the United States and its allies to control the borderlands, and we will conclude with a consideration of the geopolitical implications if Afghanistan and Pakistan prove in the end to be "failed states." Readings will include theoretical discussions of tribal-state relations, British and Soviet era accounts of the frontier (non-fiction and fiction), ethnographies of tribal societies, and contemporary studies.

Class Format: seminar

Requirements/Evaluation: class participation, short response papers, research paper, and final exam

Prerequisites: none; open to first-year students

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements: Division 2

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

ANTH 347 Tribe and State on the Afghan-Pakistan Border

ANTH 371(F) Medicine, Pathology, and Power: An Ethnographic View (D)
This course explores the ways in which medicine and medical systems and practices have come to play an increasingly important role in society, and the consequences of this for understanding the construction of identity and disease. We begin with a reading of Foucault's Discipline and Punish, which has come to be regarded as a "classic" in the study of how power functions in modern societies. We then explore how medical anthropology has engaged with this work, particularly interested in how medical anthropologists employ ethnographic techniques such as participant observation and reflexive interviewing that has been described as "deep hanging out". Through experiential and other social factors, while paying particular attention to the most marginalized and vulnerable populations or individuals in society. After reading a selection of medical ethnographies, students will pursue their own individual, fieldwork-based projects in the Berkshires. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors; seniors

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 2

Exploring Diversity

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joel Lee

ANTH 371(F) Medicine, Pathology, and Power: An Ethnographic View (D)

ANTH 371(F) Medicine, Pathology, and Power: An Ethnographic View (D)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors; seniors

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 2

Exploring Diversity

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joel Lee

ANTH 371(F) Medicine, Pathology, and Power: An Ethnographic View (D)
explore and experience the challenges of medical anthropology research including informed consent, access, and sensitivity to our informants’ explanatory models.

Class Format: seminar
Requirements/Evaluation: 4 fieldnote papers, in-class writing, 10-minute final presentation
Prerequisites: none; but course in anthropology or sociology recommended
Enrollment Preferences: none but course in ANTH or SOC strongly recommended
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Class Format: seminar
Requirements/Evaluation: class participation, two exams, research paper
Prerequisites: none; open to first-year students
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements:
Class Format: seminar
Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 20-25
Expected Class Size: 20
Distributional Requirements:
Class Format: seminar
Requirements/Evaluation: full participation in the seminar, class presentations, and a major paper
SOP 211(S) Race and the Environment (D)

Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211

In contemporary society, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address “environmental racism,” like Robert Bullard’s Dumping in Dixie and David Pellow’s Garbage Wars. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay particular attention to the sine qua non of any environmental injustice narrative, “racist discrimination.” In this course, we will consider how “environmental racism,” as a concept, has evolved and has been defined and applied. We will also examine the cultural and social contexts in which such patterns emerge and consider how and why they persist. As we develop strategies for understanding the roots of today’s environmental problems, we will also consider the social and political implications of our ability to develop solutions. Expectations include short papers and take-home exams, often requiring students to apply class concepts to real-world examples. Students will develop strategies for understanding the roots of today’s environmental problems, as well as social and political implications of their ability to develop solutions. Students will develop strategies for understanding the roots of today’s environmental problems, as well as social and political implications of their ability to develop solutions.

Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
AMB Space and Place Electives
GBST Urbanizing World Electives

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: James Manigault-Bryant

SOC 215 Crime

An examination of crime, criminals, and crime-fighters. Topics include: violent urban youth gangs in America; the recruitment, socialization, argot, culture, worldviews, and ethics of professional criminals, both in America and in the international arena; the stages of criminal careers; the violence inherent in the drug trade; the trafficking of girls and women; the illegal immigration industry; white-collar scams, fraud, and financial deprivations; identity theft; the work and habits of mind of crime-fighters, with a special focus on the work of uniformed police officers, detectives, federal agents, and state and federal prosecutors; the symbolic representations of criminals and crime-fighters in American and international popular culture; and the crisis of public social order. Special attention to the nature of criminal investigation.

Class Format: Lecture/Discussion
Requirements/Evaluation: Evaluation will be based on class participation, 2-3 short papers (1-2 pages), and a self-scheduled final exam.
Prerequisites: none
Enrollment Limit: 20
Distributional Requirements:
Division 2
Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
PHIL Nutrition, Food Security, Environmental Health
PHIL Social Determinants of Health

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Marketa Rulikova

SOP 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes

Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 217

Althea Gibson to the Williams Sisters, Julius (Dr. J) Irving to Michael Jordan. Joyce Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraints, challenged racial stereotypes, and taken their sports to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercial and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing fields.

Class Format: Lecture/Discussion
Requirements/Evaluation: Evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project
Prerequisites: none; open to all
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017
LEC Instructor: Rashida Braggs

SOP 218(F) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law, society, as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of the law, including tort law, criminal trial procedures, abortion, and divorce law, “community justice,” and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: Lecture/Discussion
Requirements/Evaluation: a short paper and midterm and final exams

Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 35
Expected Class Size: 35
Distributional Requirements: Division 2
Other Attributes: JILST Theories of Justice/Law
SOC 219 Images and Society

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images—and even vision itself—are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

Class Format: seminar
Requirements/Evaluation: active class participation, several response papers, a mid-term paper and a take-home final
Prerequisites: none; open to all
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Other Attributes:
FMST Related Courses
Not Offered Academic Year 2017
SEM Instructor: Olga Shevchenko

SOC 221 Money and Intimacy
Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant the question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of money and intimacy: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts. The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.

Class Format: seminar
Requirements/Evaluation: classroom participation and a final research paper
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division 2
Not Offered Academic Year 2017
SEM Instructor: Marketa Rulkova

SOC 230(F) Memory and Forgetting (D)
On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart—forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include self-identity, memories, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations. This course meets the ED requirement by taking a comparative perspective, attending to cross-national struggles over memory and examining cases such as the Holocaust, the atomic bombings of Hiroshima and Nagasaki, Anzac Day in Australia and New Zealand, the assassination of Yitzhak Rabin in Israel, apartheid in South Africa, and slavery in the United States.

Class Format: seminar
Requirements/Evaluation: active class participation, several short papers, one class presentation, and a final exam
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:
Division 2

SOC 232 Symbols and Society
Human beings, as Kenneth Burke put it, are "symbol-using, symbol-making, and symbol-revealing" animals. Indeed, among humans, symbols help to substitute for "instincts." Symbols guide our actions, shape our emotions, and enable us to coordinate with others. Symbols may generate solidarity across wide spaces and among people who have never encountered one another face-to-face. They may also inflame conflicts and exaggerate distinctions, even promote violence. This course will examine the role of symbols and symbolism in modern society, exploring how words, gestures, images, and icons give shape and form to social life. The first part of the course will provide a broad introduction to the sociological study of symbols. The second part of the course will pay particular attention to the role that symbols play in politics and nationhood. How do symbols such as flags, anthems, values, ideals, monuments, and memorials promote solidarity and common identity across space and time? When and how do symbols strengthen or undermine collective identities? This course will include the Vietnam Veterans Memorial, the 1995 Etona Gay exhibit at the Smithsonian, the Holodomor monument in的形象s debates over the Confederate flag in South Carolina and beyond. We will focus primarily on the U.S., but will also work to make comparisons.

Class Format: seminar
Requirements/Evaluation: active class participation, several response papers, a short midterm essay, and a final paper with class presentation
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:
Division 2
Not Offered Academic Year 2017
SEM Instructor: Christina Simko

SOC 240(S) Performing Masculinity in Global Popular Culture (D)
Crosstsuccessful: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinities in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their meaning and use articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to reconceptualize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar
Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay
Prerequisites: none
Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA
Distributional Requirements:
Division 2
Explored Diversity
Other Attributes:
EXR Experiential Education Courses
FMST Related Courses
LATS Comparative Race + Ethnic Studies Electives

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Gregory Mitchell

SOC 241(S) Meritocracy
Crosstsuccessful: PSCI 241/SOC 241
Although an infinitesimal number of Americans have degrees from Harvard or Yale Universities, 33% of the top decision makers in the second Obama administration did. So do seven of the country's eight sitting Supreme Court Justices (as of early 2016). Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy—how the intellectually talented become the rule by the intellectually talented — in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-

Fall 2016
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Christina Simko
day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

**Class Format:** seminar

**Requirements/Evaluation:** two papers, take-home final exam, class participation

**Prerequisites:** none

**Enrollment Preferences:** Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

**Other Attributes:** POEC Comparative POEC/Public Policy Courses

PSCI American Politics Courses

PSCI Comparative Politics Courses

_Spring 2017_ SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Darel Paul

**SOC 244(S) What They Saw in America (W)**

_Crosslistings:_ SOC 244/HIST 366/AMST 244

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider’s view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors’ respective writings about America and will pay particular attention to insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

**Class Format:** seminar

**Requirements/Evaluation:** several short response pieces; a final paper of 10-15 pages

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

**Writing Intensive**

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

_Spring 2017_ SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: James Nolan

**SOC 248(F) Altering States: Postsoviet Paradoxes of Identity and Difference (D) (W)**

_Crosslistings:_ SOC 248/GBST 247/RUSS 248

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in race, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read some of the West. The exercise will be to demonstrate that the histories of the postsocialist condition are not limited to the post-socialist period and that a critical ethnographic imagination can help us to understand the complex and often subtle ways in which the meaning of social and cultural categories have changed in Russia and other former Soviet states. This tutorial will meet weekly and explore a variety of topics in the philosophy of post-socialism, with a focus on weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor.

**Class Format:** tutorial

**Requirements/Evaluation:** 5-page paper every other week; comments on the partner’s paper in alternate weeks

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** Anthropology and Sociology majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distribution Notes:** meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Writing Intensive**

_Fall 2016_ TUT Section: T1 TBA Instructor: Oleg Shevchenko

**SOC 252 Moral Life in the Modern World**

This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical morals of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out: that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; “thick” and “thin” moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and modern morality; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality in “,” “through,” and “of” literature, as students will select, read, and critique a work of fiction.

**Class Format:** lecture

**Requirements/Evaluation:** weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:**

**Enrollment Preferences:** Sociology and Anthropology students

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2

_Not Offered Academic Year 2017_

**LEC Instructor:** Grant Shoffstall

**SOC 263 Cold War Technocultures**

_Crosslistings:_ SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263

With the Soviet Union’s collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and “new world” hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War cultural, historical, and comparative perspectives on and around the Cold War technological developments, among them antipsychiatry and the industrialization, humanization, and colonization of outer space; and atrocities of the Vietnam War. Part II takes up the symbolic potency of the US/CIA-backed Chilean coup of 1973; the American counterculture and the Club of Rome’s Limits to Growth report and the Gaia hypothesis; plans backed by NASA for cybernetics and the emergence of the now iconic cyborg; the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. This course fulfills the EDI requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition. This course is designed to explore, both theoretically and empirically, the relationship of social change and stratification. Therefore, an important focus

**Class Format:** seminar

**Requirements/Evaluation:** weekly discussion precis, film screenings, two book review essays, class presentations, and a take-home midterm

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:**

**Enrollment Preferences:** Sociology and Anthropology students

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2

_Not Offered Academic Year 2017_

**SEM Instructor:** Grant Shoffstall

**SOC 268 Class and Inequality**

This course is designed to explore, both theoretically and empirically, the relationship of social change and stratification. Therefore, an important focus
of this course will also be on the systemic transition from state socialism to market democracies in Russia and Eastern Europe since 1989.

Class Format: seminar
Requirements/Evaluation: response papers, mid term exam and final research paper
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Not Offered Academic Year 2017
SEM Instructor: Marketa Rulikova

SOC 283 Religion and Capitalism (W)
Crosslistings: PSCI 140/SOC 283/REL 282
Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant return of religion to social, economic, and political prominence in most parts of the world—at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century.

This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from *The Protestant Ethic and the Spirit of Capitalism*. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheist Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.

Class Format: seminar
Requirements/Evaluation: regular discussion questions, three 5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper incorporating earlier papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: open to first-years and sophomores only
Enrollment Limit: 16
Expected Class Size: 14
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PSCI Comparative Politics Courses
PSCI Political Theory Courses
Not Offered Academic Year 2017
SEM Instructor: Darel Paul

SOC 291 Religion and the American Environmental Imagination (W)
Crosslistings: ENV 291/REL 291/SOC 291
This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Drawing widely on both religious studies and the environmental humanities, we will examine the works of famous environmental thinkers such as Henry David Thoreau and Wendell Berry, as well as a number of lesser-known writers from non-Christian backgrounds. We will read these writers alongside recent scholarship on religion and ecology to understand how they were influenced by social and environmental trends such as urbanization, industrialization, immigration, and globalization. We will also ask how religion has intersected with gender, race, class, and ethnicity to shape environmental politics in the twenty-first century, with particular emphasis on agrarianism, wilderness preservation, and climate justice.

Class Format: seminar
Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENV 101 or permission of instructor
Enrollment Preferences: Environmental Studies majors and concentrators
Enrollment Limit: 15
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
Not Offered Academic Year 2017
SEM Instructor: Nicolas Howe

SOC 300 Measuring Truth
Crosslistings: MATH 300/HSCI 300/REL 301/SOC 300
We will examine specific case studies of measuring truth—the emergence of science and technology in American colleges and universities; the prevalence of scientific methods in social science and humanities; the ways alternative methodologies in the humanities critique and historicize scientific approaches to reaching truth; and the possible tension between scientific modes of thinking and the aims of the liberal arts.

Class Format: seminar
Requirements/Evaluation: five 2-page papers and a final 15-page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any 200-level course
Enrollment Preferences: at the discretion of the instructors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 3 requirement if registration under MATH; meets division 2 if registration under AFR, HSCIREL or SOC
Distributional Requirements: Division 3
Other Attributes: SCST Related Courses
Not Offered Academic Year 2017

SOC 303/SOC 306 Cultures of Climate Change (W)
Crosslistings: ENVI 303/SOC 303
This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this discrepancy? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar
Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Policy & Environmental Science majors and Environment Studies concentrators first; Anthropology and Sociology majors second
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP PTL Theory/Method Courses
ENVP SC-A Group Electives
ENVP SC-B Group Electives
SCST Related Courses

Spring 2017
SEM Section: 01 Cancelled

SOC 305 The Sociology of Black Religious Experience
Crosslistings: AFR 305/REL 315/SOC 305/AMST 305
The United House of Prayer For All People, The Nation of Islam, New Birth Missionary Baptist Church in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based upon class participation, 2-3 short papers, and a final research paper
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators and Anthropology/Sociology majors
Enrollment Limit: 15
Expected Class Size: 10
Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2017
SEM Instructor: James Manigault-Bryant
SOC 306 Lessons of 'The Game': The Wire and American Culture
Crosslistings: AFR 300/AMST 300/SOC 306
The critically acclaimed television program, The Wire, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in "inner city" Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, law enforcement, local city politics, labor unions, education, and the newspaper industry. Through a work of "fiction," sociologist William Julius Wilson has called the show an important and instructive portrayal of the "deep inequality in inner-city America." By contrast, some scholars and critics have decried the series and indeed, courses like this one, as examples of mainstream America's fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct The Wire per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the "War on Drugs." Students should have some familiarity with the show. Africana Studies will show select episodes during Winter Reading. Winter readings will include texts about African American urban life, such as Elijah Anderson's Code of the Street and Sudhir Venkatesh's Gang Leader for a Day. Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on 2-3 short papers (5-7 pages), and a final written project (10 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 50
Expected Class Size: 50
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives FMST Core Courses
Not Offered Academic Year 2017
LEC Instructor: James Manigault-Bryant
SOC 311(F) Espionage
An exploration of the occupational world of intelligence officers. A focus on the 20th-century history of intelligence in the United States, Britain, and the Soviet Union, and on the post 9/11 Western intelligence efforts against Islamist terrorists. An appraisal of the structure and ethos of intelligence work both in the field and in the headquarters analysis of field materials. An examination of the training, social psychology, moral rules-in-use, and work norms of intelligence officers, including those engaged in counterintelligence and counterespionage. A look at both remarkable intelligence successes and catastrophic failures. Extensive reading of declassified materials and interviews and oral histories given by former intelligence officers and of memoirs written by them as well as an examination of interviews collected by the instructor.
Class Format: seminar
Requirements/Evaluation: full participation in the seminar, class presentations, and a major paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: all students are required to submit an application essay in order to be included in the course
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Fall 2016
SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Robert Jackall
SOC 315 Culture, Consumption and Modernity (W)
How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore the consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumer choices-aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. It will look at fashion, advertising, arts and shopping in places and eras as varied as nineteenth-century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the implications that these patterns have for the larger social order.
Class Format: seminar
Requirements/Evaluation: full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage
Prerequisites: none; open to first year students
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2 Writing Intensive
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2017
SEM Instructor: Rhon Manigault-Bryant
SOC 317T The Public and the Private (W)
The sharp distinction between the private and the public spheres is often taken as one of the defining features of the Western modernity itself. Furthermore, the existence and vibrancy of the public sphere is a crucial precondition for participatory democracy, whereas respect for privacy and provisions and guarantees that ensure personal autonomy remain fundamental for the daily operations of society. This tutorial course will address the public and the private as concepts that are always in a state of tension, and will explore aspects from a sociological and historical vantage point. Topics include: democracy and the public sphere, publicity and its institutions, from the coffee house to the mass media, individual and collective identities, the "religion of individualism" and its rites and rituals, public and private spaces, the private sector of culture and its manifestations. On the one hand, the private sector of culture and its manifestations may be a precondition for participatory democracy, whereas respect for privacy and provisions and guarantees that ensure personal autonomy remain fundamental for the daily operations of society. This tutorial course will address the public and the private as concepts that are always in a state of tension, and will explore aspects from a sociological and historical vantage point. Topics include: democracy and the public sphere, publicity and its institutions, from the coffee house to the mass media, individual and collective identities, the "religion of individualism" and its rites and rituals, public and private spaces, the private sector of culture and its manifestations.
Class Format: tutorial; students will meet in pairs with the instructor 1 hour each week; they will write a 5- to 7-page paper based on the readings every other week (5 papers total); on alternate weeks they will write & present a 2-page response to their peer's paper
Requirements/Evaluation: evaluation will be based on the analytical qualities of the students' written and oral work and on their weekly participation in discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2 Writing Intensive
Not Offered Academic Year 2017
LEC Instructor: Olga Shevchenko
SOC 319 Ethnographic Approaches to African Studies
Crosslistings: AFR 319/SOC 319/AMST 319
Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources including (but not limited to) first-person accounts, life histories, interviews, observations, and autobiographical materials. Within African Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in African studies. We will explore a variety of contexts and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document African experience? 2) What are the ethical and political implications of representing African perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in African studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.
Class Format: seminar
Requirements/Evaluation: evaluation will be based upon class participation, weekly response papers, a 5- to 7-page critical book review, and the construction of a mini-ethnography
Prerequisites: none
Enrollment Preferences: African Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora
Not Offered Academic Year 2017
SEM Instructor: Rhon Manigault-Bryant
SOC 324 Memory and Identity (D)
Our sense of ourselves—our sense of our existence—is closely tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective
forgotten, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the dispute over the ownership of Parthenon Marbles between Greece and the UK, or over the proper way to commemorate the victims of 9/11 in the US or the victims of Stalin's purges in the post-Soviet space. This course fulfills the EDI requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.

**Class Format:** seminar

**Requirements/Evaluation:** extensive class participation, several short papers, and a final research project with class presentation

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributional Requirements:**

- Division 2: Exploring Diversity

**Not Offered Academic Year 2017**

**SEM Instructor:** Olga Shevchenko

**SOC 328(F) American Social Dramas (W)**

**Crosslistings:** SOC 328/AMST 328/COMP 328/THEA 328

As Shakespeare wrote memorably in *You Like It,* "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellspring for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of his or her choosing.

**Class Format:** seminar

**Requirements/Evaluation:** active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

**Prerequisites:** none

**Enrollment Preferences:** Anthropology and Sociology majors

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distribution Notes:** meets Divisions 2 requirement if registration is under SOC or AMST; meets Division 1 requirement if registration is under COMP or THEA

**Distributional Requirements:**

- Division 2: Writing Intensive

**Fall 2016**

**SEM Section:** 01  
W 01:10 PM 03:50 PM  
Instructor: Christina Simko

**SOC 330 Technology, Culture and Society**

**Crosslistings:** SOC 330/SCST 330

An introduction to major trajectories of theory and empirical research in the sociology and history of technology: the Social Construction of Technology (SCOT), Large Scale Technological Systems (LTS), Actor-Network Theory (ANT), and cultural studies of technoscience broadly. Students will also become acquainted with a number of philosophical positions on technology: instrumentalist, Marxist, cultural/ substantivist, humanist and posthumanist. Topics to be explored include technology, (post)industrial capitalism, and the nature of modern power: the role of technology in giving shape and weight to social institutions and forms of agency; technology, individualism, and everyday life in the modern world; technological determinism; resistance and accommodation to technological change; technology as a point of view and total way of life (culture); language, quantification, computerization, and (tele)visual media; and technology and environment. The course is furthermore designed to allow students to explore and research topics not appearing on the syllabus in the main.

**Class Format:** seminar

**Requirements/Evaluation:** weekly discussion precis, class presentations, a midterm essay and final paper

**Extra Info:** may not be taken on a pass/fail basis

**Enrollment Preferences:** Anthropology and Sociology majors

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:**

- Division 2

**Not Offered Academic Year 2017**

**SEM Instructor:** Grant Shoffstall

**SOC 332(F) Life and Death in Modernity**

Death is a biological fact. Death is also one of the few universal parameters in and through which social worlds and individual lives are created. Death, in other words, is a primary source of the material and symbolic activities through which humans work to construct, legitimate, and maintain social realities. To attend to "ways of death," then, is to attend simultaneously, if only indirectly, to "ways of life"—the hopes and fears, the ways and wants of a people. In this course we will ask: How, why, and with what manner of consequence has it come to be that, under late-modernity, the aged, the sick, the dying, the bereaved, and indeed death itself, are routinely "set aside", hidden from view and thus awareness, institutionally sequestered from those of us among the living? We will attend to the historical emergence of the institutional forms that perpetrate this sequestration, and show how they have become tightly articulated with one another: hospitals, nursing homes, hospice centers, funeral homes, cemeteries. We will furthermore examine the peculiar bodies of expert knowledge that have arisen in tandem with these institutional forms, among them gerontology, thanatology, and bereavement therapy, showing how they have conspired in the (bio)medicalization of aging, death, and grief. Other topics to be explored include the commodification and consumption of health and well-being; the emergence of "rational" and "irrational" rationales of human life extension; cryogenic suspension, zombies, and the paranormal.

**Class Format:** seminar

**Requirements/Evaluation:** weekly journal entries, film screenings, take-home midterm, class presentations, and a final 12- to 15-page paper to be decided in consultation with the instructor

**Prerequisites:** none

**Enrollment Preferences:** Sociology and Anthropology students

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:**

- Division 2: Exposing Diversity

**Other Attributes:**

- PHHL Bioethics + Interpretations of Health

**Fall 2016**

**SEM Section:** 01  
MWF 08:30 AM 09:45 AM  
Instructor: Grant Shoffstall

**SOC 334 Special Studies of (Pseudo)-Science**

What makes science science? Where does dogma end and pseudoscience begin? What (if anything) separates the crackpots from the innovators? Philosophers of science have long labored over the so-called "demarcation" problem: how to analytically hive off "science" from "non-science." In this course we will work through the historical and sociological implications of approaching demarcation as an analytical problem amenable to solution in the abstract. Operating instead in a largely sociohistorical register, we will consider demarcation as a practical problem that scientists take up and negotiate in the concrete, in a range of different contexts and for a variety of ends. What is at stake in scientists' efforts to establish boundaries between what counts as scientific knowledge and what does not? How are these boundaries created, maintained and contested, and by whom? This course will speak to these questions by focusing on how and under what circumstances various doctrines that have aspired to science have nevertheless been met with the designation of "pseudoscience." Students will work through primary and secondary materials on a range of cases, among them parapsychology, intelligent design, climate change skepticism, eugenics, nanotechnology, diametics, and UFOlogy. The aim is neither to debunk nor to validate, but rather to develop an understanding of how science and scientific authority operate in practice, in a given historical moment, by way of attending to instances of pseudoscientific designation.

**Class Format:** seminar

**Requirements/Evaluation:** seminar paper of 15-20 pages; (in)formal weekly writing; participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** 200 level course in the humanities or social sciences, or permission of the instructor

**Enrollment Preferences:** Sociology and Anthropology majors, History of Science majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:**

- Division 2

**Not Offered Academic Year 2017**

**SEM Instructor:** Grant Shoffstall

**SOC 350(S) Max Weber & Critical Theory or Rationalization & Its Discontents**

**Crosslistings:** REL 350/SOC 350/COMP 349

We live in an age characterized by unprecedented technological and scientific progress—we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom—and yet modern life often appears fundamentally meaningless and lacking in ultimate meaning. As we work, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become ensnared by the very things that were supposed to have set us free. Weber's key innovation was to trace the grand trajectory of Western "rationalization"—the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world" - value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this
course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay
Prerequisites: none

Distribution Notes:

Spring 2017

LEC Section: 01   MWF 08:30 AM 09:45 AM   Instructor: Grant Shoffstall

Other Attributes:
- ENVI Humanities, Arts + Social Science Electives
- ENVP SC-B Group Electives
- FMST Related Courses
- HSCI Interdepartmental Electives
- SCST Elective Courses

Fall 2016

LEC Section: 01   T 01:10 PM 02:55 PM   Instructor: Richard Felson

Other Attributes:
- HSCI Interdepartmental Electives
- SCST Elective Courses

Spring 2017

LEC Section: 01   MWF 08:30 AM 09:45 AM   Instructor: Grant Shoffstall

Other Attributes:
- HSCI Interdepartmental Electives
- SCST Elective Courses

Fall 2016

LEC Section: 01   T 01:10 PM 02:55 PM   Instructor: Robert Jackall

Other Attributes:
- JLST Interdepartmental Electives

Spring 2017

LEC Section: 01   MWF 08:30 AM 09:45 AM   Instructor: Grant Shoffstall

Other Attributes:
- JLST Interdepartmental Electives
- SCST Elective Courses
United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Distributional Requirements: Division 2

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

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructors: Jessica Chapman, James Nolan

SOC 387 Propaganda

A sociological analysis of the phenomenon of mass persuasion in modern society. The course will examine the institutional and technical apparatus of modern propaganda and the role of intellectuals and technicians in shaping and disseminating propaganda. The symbolic content of specific kinds of propaganda—political, commercial, social, and organizational—will be considered with attention to propaganda that seeks to overthrow social structures as well as maintain them. The course will proceed through a series of intensive case studies with a particular focus on propagandists themselves, considered as experts with symbols, and on the institutional milieus in which they work. Among other examples, we will examine the U.S. Committee on Public Information during the First World War; the Nazi Ministry of Propaganda; the propaganda machinery in contemporary states and non-state actors of both the left and right; conservative and liberal "public interest" groups; propaganda in contemporary social movements and national political campaigns; the workings of corporate and university personnel offices; and advertising and public relations agencies in the United States. Throughout the course, we will analyze how the language, ideologies, and visual symbols of particular varieties of propaganda seem to affect mass audiences.

Class Format: seminar

Requirements/Evaluation: full participation in seminar, class presentations, and a major paper

Prerequisites: none

Enrollment Preferences: all students are required to submit an application in order to be included in the course

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other Attributes: LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017

SEM Instructor: Robert Jackall

SOC 397(F) Independent Study: Sociology

Sociology independent study.

Class Format: independent study

Distributional Requirements: Division 2

Fall 2016

IND Section: 01 TBA Instructor: Antonia Foias

SOC 398(S) Independent Study: Sociology

Sociology independent study.

Class Format: independent study

Distributional Requirements: Division 2

Spring 2017

IND Section: 01 TBA Instructor: Antonia Foias

SOC 493(F) Senior Thesis: Sociology

Sociology senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributional Requirements: Division 2

Fall 2016

HON Section: 01 TBA Instructor: Antonia Foias

SOC 494(S) Senior Thesis: Sociology

Sociology senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributional Requirements: Division 2

Spring 2017

HON Section: 01 TBA Instructor: Antonia Foias

ARABIC STUDIES

(DIV I, with some exceptions as noted in course descriptions)
Students must earn a cumulative grade average of B or higher in the sequence of eight courses. In addition, they must receive a score of at least 85% on a language proficiency test administered by the Arabic faculty. The test is administered once a year during the month of April to all students who wish to obtain the Certificate. Those interested should express their intent to the Arabic faculty by March 1st or earlier.

Students who enter Williams with previous training in Arabic may be exempted from up to three of the required eight courses. Thus, in order to earn a certificate, a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

THE DEGREE WITH HONORS IN ARABIC STUDIES

Prerequisites
Honors candidates in Arabic are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing
Students wishing to pursue a thesis in Arabic are strongly urged to secure an advisor by the end of the year after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a comprehensive proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (ARAB 493-W31-ARAB 494). By the end of the Fall semester, students will have normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (ARAB 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit
The topic of the thesis must have to do with some aspect of Arabic language, culture, history, politics, etc. and will be worked out between the thesis writer and her/his advisor. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign grades for the thesis courses (ARAB 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major-including the thesis course (ARAB 493-W-494)-is 10, i.e., one of the thesis courses may substitute for one elective.

STUDY AWAY
You can find general study away guidelines for Arabic Studies here.

ARAB 101(F) Elementary Arabic
This is the first course in the year-long Beginning Arabic sequence. It will help you establish a foundation of communicative competence and understanding of the Arabic language and culture. The course adopts an integrated-skills approach with a focus on "formal Arabic" (or so-called Modern Standard Arabic), the language of formal writing and speech in Arab countries, while simultaneously familiarizing you with one variety of spoken Arabic. The course focuses on day-to-day situations and familiar topics.

Class Format: lectures, five hours a week

Requirements/Evaluation: evaluation is based on tests, daily homework, and active class participation

Extra Info: students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

Prerequisites: none

Enrollment Preferences: students considering a major in Arabic Studies

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 M-F 10:00 AM 10:50 AM Instructor: Lama Nassif

ARAB 102(S) Elementary Arabic
This is the second course in the Beginning Arabic sequence. It builds on the foundation of Arabic competence that you established in Arabic 101, and will continue to develop your competence in Modern Standard Arabic and one variety of spoken Arabic. The course will continue to focus on day-to-day situations and familiar topics from the immediate environment while expanding the range of topics and authentic materials, and broadening the scope of linguistically-based and culturally-based tasks and course expectations.

Class Format: lectures, five hours a week

Requirements/Evaluation: evaluation is based on tests, daily homework, and active class participation

Extra Info: students registered for Arabic 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

Prerequisites: ARAB 101

Enrollment Preferences: students considering a major in Arabic Studies

Enrollment Limit: 25

Expected Class Size: 15

Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 M-F 10:00 AM 10:50 AM Instructor: Lama Nassif

ARAB 111 Movers and Shakers in the Middle East (D) (W)

Crosslistings: HIST 111/LEAD 150/ARAB 111

This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the 20th century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Kalthum, Sayyd Qutb, Anwar Sadat, Naghub Mahfouz, and Huda Shaarawi.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

Exploring Diversity

Writing Intensive

Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East
JWST Elective Courses
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017
SEM Instructor: Magnus Bernhardsson

ARAB 201(F) Intermediate Arabic I

In this course we will continue to study the essential grammar of Modern Standard Arabic while working to improve the linguistic skills obtained in Elementary Arabic. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing an increased vocabulary and cultural appreciation of Arabic-speaking countries.

Class Format: lecture; the class meets four hours a week with the fourth hour a conversation session

Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm and a final exam

Prerequisites: ARAB 101-102 or permission of instructor

Enrollment Limit: none

Expected Class Size: 10

Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 MF 11:00 AM 11:50 AM Instructor: Amal Eqeiq

ARAB 202(S) Intermediate Arabic II

As a continuation of ARAB 201, this course will expose students to more of the essential grammar of Modern Standard Arabic while increasing their cultural literacy in Arab civilization. Our main textbook will be Al-Kitaab fii Ta‘allum al-Arabiyah Part II but outside materials from diverse media such as television and newspapers will also be included. Class will be conducted in Arabic.

Class Format: lecture; the class meets four hours a week with the fourth hour a conversation session

Requirements/Evaluation: evaluation is based on quizzes, tests, homework and active class participation

Prerequisites: ARAB 201 or permission of instructor

Enrollment Limit: none

Expected Class Size: 10

Distributional Requirements:
Division 1

Spring 2017

LEC Section: 01  MWF 11:00 AM 11:50 AM  Instructor: Kirsten Beck

ARAB 207(F) The Modern Middle East (D)
Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L

This course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differentially with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on participation, 2 short papers and quizzes, midterm and final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preference: open to all
Enrollment Limit: 40
Expected Class Size: 30-40
Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East
JWST Elective Courses

Fall 2016

LEC Section: 01  MR 01:10 PM 02:25 PM  Instructor: Magnus Bernhardsson

ARAB 210(S) The Challenge of ISIS
Crosslistings: ANTH 210/HIST 210/ARAB 210/REL 240/GBST 210

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahideen and Talibain, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture
Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements:
Division 2

Other Attributes:
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East

Spring 2017

LEC Section: 01  TF 01:10 PM 02:25 PM  Instructors: David Edwards, Magnus Bernhardsson

ARAB 21ST The Veil: History and Interpretations (D) (W)
Crosslistings: HIST 110/ARAB 215/WGSS 110

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe. The tutorial is part of the Exploring Diversity Initiative (EDI) because it considers the veil across different cultural areas.

Class Format: tutorial
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner’s paper; by semester’s end each student will have written a minimum of 40 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first years, sophomores and those with demonstrated interest in the Middle East
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

Other Attributes:
HIST Group E Electives - Middle East

Not Offered Academic Year 2017

TUT  Instructor: Magnus Bernhardsson

ARAB 221(F) Humor in Classical Arabic Literature
Crosslistings: ARAB 221/COMP 291

In medieval Arab-Islamic society, littératours and scholars were expected to relate knowledge at parties, literary salons, and banquets of the court as well as in their writings in ways that would entertain their audience. From elegant witicisms and irony to crude jokes and mockery, humor played an important role in winning audience approval; it abounds in literature from the classical period. In this class we will read selections from literary (adab) compilations including works such as al-Khattib al-Baghdadi’s Book of Party-Crashing and Party-Crashers, al-Jahiz’s Book of Misers, al-Ibshihi’s The Precious and Refined in Every Genre and Kind, as well as from the poetry of Abu Nuwas and Abu-l-Qasim al-Zahi. All readings in English, although those with Arabic language competency are invited to make comparisons with the original where possible.

Class Format: seminar
Requirements/Evaluation: class participation, 2 short papers, one long research paper, and weekly responses
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Comparative Literature and Arabic Studies Students
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB

Distributional Requirements:
Division 1

Spring 2016

SEM Section: 1  TR 11:20 AM 12:35 PM  Instructor: Kirsten Beck

ARAB 222 Photography in/of the Middle East (D)
Crosslistings: ARTH 222/ARAB 222

Since its inception, photography has been globally disseminated but locally inflected, serving disparate documentary needs and expressive purposes in different cultural contexts. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic appreciation even as they grant visual access to the past and present in complicated places. The course will explore photographic practices in different zones of the Middle East—e.g., the Holy Land, Egypt or the Persian sphere—by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the burdens and risks of representation in particular circumstances—what work do photographs do? Who resists and who benefits? The general goal will be to appreciate the diversity of perspectives that underlie renderings of the Middle East.

Class Format: lecture
Requirements/Evaluation: class participation, short papers, term project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: permission of instructor
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Exploring Diversity

Other Attributes:
ARTH post-1600 Courses
FMST Related Courses

Not Offered Academic Year 2017

LEC  Instructor: Holly Edwards

ARAB 224(S) Second Language Learning: The Learner, the Classroom, and the Social World

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while
reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers’ feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner’s identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

Class Format: lecture
Requirements/Evaluation: active class participation, assignments, article presentations, leading a class discussion, language learner interview, a research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 20
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Lama Nassif

ARAB 228 Modern Arabic Literature in Translation (D) (W)
Crosslistings: ARAB 228/COMP 228
In this course we will study prominent texts and authors of the modern Arab world. The development of genres and themes of this literature is vast. In particular, we will analyze the debates around modernity and the importance given to social engagement in these texts. Our readings may include works by authors who have received some notoriety outside of the Arab world such as Naguib Mahfouz, winner of the Nobel Prize for literature in 1988. We will also read the Iraqi poets Nazik al-Malaika and Badr Shakir al-Sayyab, the Palestinians Ghassan Kanafani and Mahmoud Darwish, and Tayyib Salih from the Sudan. Included in our readings are the famous autobiography by the Moroccan Muhammad Shu’u and a recent edition of women’s literature by Hanan al-Sherif, Huda Barakat and Nawal Sadaawi. All readings are in English. This literature course fulfills the requirements of the Exploring Diversity Initiative (EDI), as it engages the Arab world from a humanistic perspective that aims to promote cultural awareness. A fundamental goal of the course is to engage the diversity of approaches to sexuality, religion, gender and politics that are so prominent in contemporary literature from the Arab world.
Class Format: lecture/discussion
Requirements/Evaluation: active and consistent class participation, two short paper (3-5 pages) and a final paper (5-7 pages)
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives

Not Offered Academic Year 2017
LEC

ARAB 230(F) Who was Muhammad? (D)
Crosslistings: REL 230/ARAB 230/GBST 230
Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outbursts sparked by controversial cartoons depicting Muhammad have made it clear that there remains a reverent and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the “facts” of his life, we will think about the ways in which historical context, political interests, and shifting conditions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslims biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad’s life, we will think about the many ways in which Muhammad’s life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad’s polygamous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.
Class Format: seminar
Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam
Prerequisites: none
Enrollment Preferences: Religion majors
Enrollment Limit: none
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements:
Division 2
Exploring Diversity

Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Saadia Yacob

ARAB 233 Introduction to Classical Arabic Literature (W)
Crosslistings: ARAB 233/COMP 233
In this course we will examine the rich, complex and diverse texts of Classical Arabic Literature. The readings include works that have achieved notable notoriety outside of the Arab world (such as the Quran and One Thousand and One Nights) as well as works by authors largely unknown outside of the Arab world but canonical in Arabic-language culture such as Imru al-Qays, al-Jahiz, al-Ma’arri, Abu Nuwas, al-Hallaj, al-Ghazali and al-Mutamanni. Women’s literature in this context includes works by al-Khansa’, known for her elegies, and by Wallada bint al-Mustakfi of Cordoba, who contributed to the courtly love poetry of both Europe and the Arab world. Topics for discussion include theological and philosophical queries, erotica, wine, bibliomania and avarice. Our primary texts represent such varied regions as the Arabian Peninsula, Egypt, Abbasid Baghdad, North Africa and Islamic Spain. Chronologically, the texts range from the sixth century CE to the fourteenth century. All readings are in English.
Class Format: lecture/discussion
Requirements/Evaluation: consistent and pro-active class participation, two 3- to 5-page papers, a final 8- to 10-page paper, one short presentation and weekly 1- to 2-page reaction papers
Prerequisites: none
Enrollment Preferences: Comparative Literature majors and students with a background in Middle Eastern Studies
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive
Other Attributes: ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives

Not Offered Academic Year 2017
LEC

ARAB 235(F) The Qur’an and Literature
Crosslistings: COMP 235/ARAB 235/REL 235
This course explores the rich and multifaceted relationship between the Qur’an and literature from several different perspectives. The first part of the course will examine Qur’anic stylistics through primary readings in translation and scholarship on the question of whether the Qur’an is literature. Readings will consider how the Qur’an sheds light on the category of literature through attention to such features as sound, figurative language, and genre. Students will also discover what the Qur’an has to say about poets and stories. We will then turn to the classical discourse on Qur’anic inimitability (‘i`jaz al-Qur’an), with an emphasis on stylistic/rhetorical inimitability and its relationship to Arabic literary theory. We will make use of recent translations of ‘i`jaz treatises, manuals of literary criticism, and historical readings on the status of the Qur’an in early Islamic history. Finally, we will read a selection of later literature that takes up Qur’anic themes and language in Islamic history, in order to explore questions of intertextuality, rewriting, and the guises that commentary can take.
Class Format: seminar
Requirements/Evaluation: 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation
Enrollment Preferences: Comparative Literature majors, Arabic Studies majors
Enrollment Limit: 40
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under REL
Distributional Requirements:
Division 1

Fall 2016
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Rachel Friedman

ARAB 237(S) Love, Desire, and Longing in Classical Arabic Poetry
Crosslistings: COMP 237/ARAB 237
This course is designed for students with no prior training in classical Arabic language. In its various guises, it has been a vehicle for expressing many forms of desire, including erotic passion, “platonic” yearning for the loved one from a distance, and mystical love for the Divine. This course will explore the development of ghazal, beginning with pre-Islamic odes, continuing through the rise of the ghazal as an independent genre, and then taking up its adaptations across the classical and pre-modern Arabic-speaking world. We will pay close attention to aesthetics, tone, emotional effect, and features particular to certain sub-genres of ghazal. Background readings about historical, cultural, and literary contexts will shed further interpretive light on the poetry. Through these sources, which come from lands as diverse as Fustat, Iberia, North Africa, the Levant, and the Arabian Peninsula, we will investigate how classical Arabic-language love poets expressed issues of gender, class, sexuality, existential despair, hope and loss, and loving in relationship to God.
Class Format: seminar
Requirements/Evaluation: 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation
Prerequisites: none
Enrollment Preferences: Comparative Literature majors, Arabic Studies majors
Enrollment Limit: 40
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB

Class Format: lecture
Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), and final paper (5-7 pages)
Prerequisites: none
Enrollment Preferences: students majoring in or considering a major in Arabic Studies
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Amal Eqeiq

ARAB 252 Arab Women Memoirs: Writing Feminist History
Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-person narratives play in shaping literature, history and thought, while providing a space to reclaim the social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fatwa Tugan (A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Trespass: Tales of a Harem Girlish), Leila Ahmed (A Border Passage: From Cairo to America—a Woman’s Journey), Fadia Faqir and Shirley Eber (In the House of Silence: Autobiographical Essays by Arab Women Writers), and Jumannah Haddad (I Killed Scheherazade: Confessions of an Angry Arab Woman), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

Class Format: seminar
Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth class option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives

GBST Middle Eastern Studies Electives

Not Offered Academic Year 2017
SEM Instructor: Amal Eqeiq

ARAB 253 Narratives of Placement and “Dis-placement” from the Global South
Crosslistings: COMP 253/ARAB 253
This seminar deals with the theme of placement and “dis-placement” in literature from different sites in the Global South in the late 20th century. Situating the question of placement and uprootedness within multiple historical and cultural contexts in different sites in the Southern hemisphere, the location of much of the “developing world,” including the Middle East and North-Africa, Latin America, the Caribbean, the African Diaspora and the US-Mexico border, we will address the following questions: What distinguishes exile from Diaspora? What constitutes “dis-placement”? How do the experiences of up-rootedness and forced migration among Palestinian refugees and Mexican migrant workers (within Mexico and the US, with or without documents) inform our notion of home and belonging? How do the legacy of French colonialism in North Africa and the rise of globalization in Latin America, for example, shed light on the ongoing massive immigration of subjects from the Global South to...
the North? Our emphasis will be on working together to find avenues for expressing yourselves in writing and other media, such as creating your own blog entries about these topics. In addition to a course reader with selected stories, poems, and critical essays, readings will include: Benyamin's 

Class Format: seminar

Requirements/Evaluation: active class participation, several short response assignments (1-2 pages), one midterm paper (5-6 pages), and final paper (7-10 pages)

Prerequisites: none

Enrollment Preferences: students majoring in Comparative Literature

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 1

Writing Intensive

Other Attributes:

ARAB Arabic Studies Electives

GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Amal Eqeiq

ARAB 256 Arab and Anglophone: Narratives Beyond Nation and Diaspora

Crosslistings: ARAB 256/COMP 256/ENGL 284

This course takes a close look at contemporary Anglophone Arab writings. The objective is to familiarize students with major Arab writers, and/or writers of Arab descent who live in the Anglo-Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Kahf (Syria/USA), Leila Aboulela (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel-Fattah (Palestine-Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.

Class Format: seminar

Requirements/Evaluation: active class participation, 4 short response assignments (2-3 pages), and final paper (5-7 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:

Division 1

Other Attributes:

ARAB Arabic Studies Electives

GBST Borders, Exiles + Diaspora Studies Electives

GBST Middle Eastern Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Amal Eqeiq

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

Crosslistings: ARTH 259/AFR 259/ARAB 259

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

This course fulfills EDI requirements through its exploration of the cross-cultural strategies used by Islam to interact with, respond to, and manifest itself within established African expressive traditions.

Class Format: lecture

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

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

Enrollment Preferences: if the course is oversubscribed, preference will be given to students who have declared a major in Art History or African Studies

Enrollment Limit: 25

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ARAB, meets Division 2 requirement if registration is under AFR

Distributional Requirements:

Division 1

Exploring Diversity

Other Attributes:

ARAB Arabic Studies Electives

GBST African Studies Electives

Spring 2017

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Michelle Apotos

ARAB 261 Comparative Postcolonial Narratives: Novels from the Arab World, Latin-America and the Caribbean (W)

Crosslistings: COMP 261/ARAB 261

In this introductory course to the global postcolonial novel, we will examine novels in translation from the Arab world, Latin America and the Caribbean that are in conversation with each other. Through textual and formal analysis of selected novels in translation, we will ask questions concerning the legacy of the different forms of European colonialism in these distinct geographies. This course has two goals: First, to familiarize students with classical, canonical and popular Arabic, Latin American and Caribbean novels that deal with the history of European colonialism and/or its aftermath. Second, to introduce student to some of the critical trends and theoretical debates concerning the potential and limits of reading these novels as resistance and/or postcolonial literature. In addition to selected critical essays, the requirement for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al-Ghitani (Egypt), Sahar Khalifa (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel Garcia Marquez (Colombia).

Class Format: seminar

Requirements/Evaluation: active class participation, three short papers (3-5 pages) and a final 7- to 10-page expansion and rewrite

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:

Division 1

Writing Intensive

Other Attributes:

ARAB Arabic Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Amal Eqeiq

ARAB 278(F) The Golden Road to Samarkand (D)

Crosslistings: ARTH 278/ARAB 278

The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history—an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahanat it has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time—from the 10th to the 20th century—concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, a short paper, a midterm and a final

Prerequisites: none

Enrollment Limit: 20

Distribution Notes: meets Division 1 requirement if registration is under ARAB

Distributional Requirements:

Division 1

Exploring Diversity

Other Attributes:

ARAB Arabic Studies Electives

GBST Middle Eastern Studies Electives

Fall 2016

LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Holly Edwards

ARAB 280 Islam and Anthropology

Crosslistings: ANTH 346/REL 346/ARAB 280/ASST 346

If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional “object” of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct “ideal-type” models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to case studies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.

Class Format: seminar

Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading
Prerequisites: none
Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2

Not Offered Academic Year 2017
SEM Instructor: Joel Lee

ARAB 292(S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (D) (W)
Crosslistings: COMP 292/ARAB 292

This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Focusing mostly on novels that depict histories of social movements, post-independence revolutions, indigenous autonomousities, dictatorship, and counter-revolutions, our aim is to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. To familiarize students with an alternative, yet foundational, canon of modern Arabic, Latin American and Caribbean literatures, we will focus on novels from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Questions that we will ask: How do these novels configure narratives of the nation and its fragments? What can we learn about the rise and fall of Communist rebellions in Oman and Cuba? How memories of traumatic lives under dictatorship in Syria and Chile shaped the genre of the political novel? How did novels about the ‘revolution’ contribute to the rise of realist experimental literary movements Arab and Latin American literatures? In addition to selected films and critical essays, the readings for this course may include novels by the following writers: Sahar Khalifeh, (Palestine), Sonallah, Ibrahim (Egypt), Dima Wannous (Syria), Sinan Antoon (Iraq), Zoé Valdés (Cuba), Subcomandante Marcos and Paco Ignacio Taibo III (México), Roberto Bolano (Chile), and Luisa Valenzuela (Argentina).

Class Format: seminar
Requirements/Evaluation: active class participation, three short papers (3-5 pages), and a final 7-10 page expansion and rewrite
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive

Spring 2017
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Amal Eqeiq

ARAB 301(F) Advanced Arabic I

This course is a continuation of Intermediate Arabic. It focuses on expanding the students’ knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic. The material covered in class will include lessons from the Al-Kitaab series, as well as literary and multi-media works. Emphasis will be placed on increasing cultural literacy. Class is conducted in Arabic.

Class Format: meets four hours a week with the fourth hour a conversation session, time to be arranged
Requirements/Evaluation: active class participation, completion of all written assignments, quizzes, a midterm, and a final exam
Prerequisites: two semesters of Intermediate Arabic or permission of instructor
Enrollment Limit: none
Expected Class Size: 8
Distributional Requirements:
Division 1
Other Attributes: ARAB Arabic Studies Electives

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Kirsten Beck

ARAB 302(S) Advanced Arabic II

This course is a continuation of Intermediate Arabic. It focuses on expanding the students’ knowledge of vocabulary and grammar while stressing the development of reading, spoken, and written skills in Modern Standard Arabic. Class Format: lecture
Prerequisites: ARAB 301 or permission of instructor
Enrollment Limit: none
Distributional Requirements:
Division 1
Other Attributes: ARAB Arabic Studies Electives

Spring 2017
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Amal Eqeiq

ARAB 303(F) A History of Islam in Africa (D)
Crosslistings: HIST 303/REL 303/AFR 303/ARAB 303/GBST 303

This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam’s common framework as well as its diversity and dynamics within that larger framework and over time. This EDI course explores the experiences and expressions of the culturally diverse peoples of Africa in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Class Format: seminar
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: lottery
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes: GBST African Studies Electives
HIST Group A Electives - Africa

Fall 2016
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Kenda Mutongi

ARAB 305 Nationalism and Nation Building in the Middle East (D)
Crosslistings: HIST 305/ARAB 305

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faisal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King’s statement still holds by evaluating the various attempts at state and nation building in the modern Middle East and the challenges of statecraft. After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Iraq, Israel, Turkey, Palestine, Iran, and Egypt. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender affect conceptions of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfinished nationalist aspirations, disputes over land and borders, and challenges to sovereignty. Finally, we will evaluate the role of foreign powers in nation building in the Middle East and consider whether the modern concept of the nation has any validity in the Middle Eastern context. Because this course is comparative in nature that utilizes theoretical frameworks to better understand cross-cultural interaction and because it focuses on the ways in which governments in the Middle East have used their power to legitimize their actions in the name of nationalism, this course fulfills elements of the Exploring Diversity Initiative (EDI).

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on several short papers and a "Magnus" Opus (a.k.a. final research paper)
Prerequisites: none
Enrollment Preferences: History majors and students with a background in Middle Eastern studies
Enrollment Limit: 25
Expected Class Size: 20-25
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives - Middle East

Not Offered Academic Year 2017
LEC Instructor: Magnus Bernhardsson

ARAB 310(S) Iraq and Iran in the Twentieth Century (D)
Crosslistings: HIST 310/ARAB 310

Despite being neighbors, the historical experience of Iraq and Iran has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will evaluate the revolutions of 1958 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
ARAB 311 The United States and the Middle East

Crosslistings: HIST 311/ARAB 311

At the turn of the twentieth century, the United States was considered a benign superpower in the Middle East. Americans were known as “innocents abroad” for their educational and philanthropic work. From a distance, American society was admired for its affluence and freedom, and Middle Eastern politicians eagerly sought American advice and assistance. Today, however, the situation could hardly be more different. This course will examine the remarkable transformation of American involvement in the Middle East. Significant cultural and political developments of the latter half of the twentieth century will be assessed in order to identify how the United States has approached the region and consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulty the United States has experienced in balancing diverse, and sometimes conflicting, foreign policy interests, and will evaluate what may account for the increasing level of antagonism and mistrust on both sides.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, short papers and a final research paper
Prerequisites: none
Enrollment Preferences: History and Arabic Studies majors
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2

Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East
HIST Group F Electives - U.S. + Canada
JWST Elective Courses

Not Offered Academic Year 2017

SEM Instructor: Magnus Bernhardsson

ARAB 322(S) Islam in Spain (D)

Crosslistings: RLSP 322/ARAB 322

The presence of Islam—in all its diverse manifestations—is not new to Europe, least of all to Spain. In this course we will focus for the most part on the medieval and early modern periods, and study several works—primarily of literature, though we will supplement with other texts—in which Muslims and Islam have been portrayed in the Iberian Peninsula. We will cover a wide range of perspectives that include Christian and Muslim writers as well as converts on both sides. While the bulk of the course is focused on the period prior to 1700 CE, we will devote the final few weeks of class to the study of Islam in contemporary Spain using fiction, legal debates, and issues related to immigration.

Class Format: seminar
Requirements/Evaluation: two short papers, oral presentations, one final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any RLSP 200-level class, or results of the Williams College Placement Exam, or permission of instructor
Enrollment Preferences: Spanish majors, Arabic Studies majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1
Exploring Diversity

Spring 2017

SEM Section: 01 MWF 09:00 AM 09:50 AM Instructor: Leyla Rouhi

ARAB 330(F) Thinking Critically: Major Debates in Modern Arab Thought (W)

Crosslistings: ARAB 330/COMP 363

The aim of this course is to introduce students to some of the major debates in Arab intellectual history in the 20th century and the ways in which they have shaped Arab Studies as a discipline. We will study a variety of texts from History, Religion, Politics, Anthropology, Cultural Studies, Literature, Gender, Sexualities and Women Studies, in order to gain a deeper insight into critical debates about nationhood, modernity, post-coloniality, democracy, feminism, social, political and religious movements, Orientalism and post-Orientalism, and the making of modern Arab subjectivities. In addition to a course packet with selected texts and essays, students are required to read the following books: Ibrahim Abu-Rabi', Contemporary Arab Thought: Studies in Post-1967 Arab Intellectual History (2004), Elizabeth Suzanne Kassab, Contemporary Arab Thought: Cultural Critique in Comparative Perspective (2010) & Tank Sabry, Arab Cultural Studies: Mapping the Field (2012).

Class Format: seminar
Requirements/Evaluation: active class participation, three short papers (3-5 pages), and a final 7- to 10-page expansion and rewrite
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: majors or prospective majors in Arabic Studies and Comparative Literature
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: majors or prospective majors in Arabic Studies and Comparative Literature

ARAB 332 Islamic Feminism

Crosslistings: REL 332/WGSS 334/ARAB 332

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were entwined with nationalism and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture, 2) feminist critiques of Islamic law, and 3) feminist theology.

Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2

ARAB 339(S) Independent Study: Arabic

Class Format: independent study

Distributional Requirements: Division 1

Spring 2017

IND Section: 01 Cancelled

ARAB 401(F) Topics in Advanced Arabic I: Contemporary Arab Cinema

Crosslistings: ARAB 401/COMP 403

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: lecture
Requirements/Evaluation: essays, presentations, final paper, exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302
Enrollment Limit: none
Expected Class Size: 5
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1
ARAB 402(S) Topics in Advanced Arabic II: Cultural Representations of Political Islam in the Arab World
How are political Islam, often referred to as Islamism, and the groups that engage this framework represented in the Arab World? This course will examine the satirical and critical cultural representations of political Islam in Arabic film, music, and literature over the last half century alongside the cultural output of these groups themselves. Conducted in Arabic, this course will engage these materials in the original language to broaden students' cultural and linguistic competence.

Class Format: seminar

Requirements/Evaluation: class participation, 3 short papers (maximum 5 pages), and oral presentations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARAB 302

Enrollment Preferences: Arabic Studies majors

Enrollment Limit: 12

Expected Class Size: 8

Distributional Requirements: Division 1

Spring 2017

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Kirsten Beck

ARAB 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W)
Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th centuries. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Class Format: seminar

Requirements/Evaluation: class participation and a 25-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

Enrollment Preferences: History majors

Enrollment Limit: 19

Expected Class Size: 12

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

Exploring Diversity

Writing Intensive

Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
JWST Elective Courses

Not Offered Academic Year 2017

SEM Instructor: Magnus Bernhardsson

ARAB 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W)
What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi's epic Shahnameh (Book of Kings); we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the Shahnameh. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre-Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity Initiative.

Class Format: seminar

Requirements/Evaluation: a final, 25-page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work

Prerequisites: previous upper division work in HIST or courses on the Middle East

Enrollment Preferences: History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies

Enrollment Limit: 15

Expected Class Size: 15

ART (DIV I)

Chair: Professor PETER LOW


The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Practice), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world. ADVISING: Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are
available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Guy Hedreen (Fall), Stefanie Solum (Spring)
Art Studio Faculty Advisor: Ed Epping (Fall), Barbara Takenaga (Spring)
History and Practice Faculty Advisors: Ben Benedict, E. J. Johnson

ART HISTORY

The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and their environments, as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies, and anthropology. Because of its concentration on visual experience, the Art History major increases one’s ability to observe and to use those observations as analytical tools for understanding history and culture.

Major Requirements

The Art History major requires a minimum of nine courses:

Major Requirements

ART HISTORY

ART HISTORY

Any ARTS (studio) course

Any two courses in Art History concerned with the following:

a) a period of art after 1600

One 400-level Seminar or 500-level Graduate Seminar (in addition this course may be used to satisfy the pre-1600 or post-1600 requirement).

One additional course, at any level

The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students’ interests, and to develop students’ perceptions and imaginations as they investigate a variety of visual media.

100-LEVEL COURSES require no experience in the subject. They are introductions to the field that develop students’ skills in visual analysis, interpretation, and written expression and argumentation.

200-LEVEL COURSES are introductions to specific fields within art history, but normally open to students with no experience in art history. Often, there is a significant lecture component to the courses.

300-LEVEL COURSES focus more closely on specific art-historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.

400-LEVEL COURSES are intensive discussion-oriented seminars that emphasize critical analysis and build toward student-initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ARTH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

ART STUDIO

The studio division of the Art major has been structured to foster the development of a critical understanding of making art to support creative interests, and to develop students’ perceptions and imaginations as they investigate a variety of visual media.

Major Requirements

ARTS 100 Drawing I

Three courses in three different media (ARTS 100 and tutorials do not satisfy this requirement)

Any one 200-level ARTS course

ARTS 319 Junior Seminar

Any two of the 300-level ARTS courses, or one 300-level ARTS course and ARTS 418T Senior Tutorial

Drawing I, ARTS 100 serves as an introduction to the basic drawing and design principles which establish the foundation for the development of visual expression. An art history course provides part of the necessary background in the critical analysis of art. The 200-level ARTS courses provide opportunities to learn the elements of some of the principal visual arts media: for example, architecture, painting, photography, printmaking, sculpture, and video. These courses combine technical foundations in the medium with analysis of the interrelation of visual form and content. The 300- and 400-level courses place a greater emphasis on the application of appropriate visual skills and strategies to particular thematic concerns, and to the development of the student’s individual vision. All students taking ARTS418 are required to exhibit in the spring of their senior year at the Williams College Museum of Art or other appropriate venues. Students who choose to take two 300-level classes do not exhibit at WCMA in the spring of the senior year.

HISTORY AND PRACTICE

This route allows students to study in depth both the history of art and the making of it. It offers considerable flexibility: students may propose courses of study that emphasize particular media, themes, or methodological issues. Students may take more courses in one wing of the department than the other, as long as the minimum requirements in each wing are satisfied. (Note that the Art History and Studio Art Practice routes are strongly recommended for any prospective Art major who is contemplating graduate study in Art History or Art Studio.)

Some students will be attracted to both wings of the department but will not have time to devote to both equally. The faculty encourages students to choose between history and studio-taking additional courses from the other wing as desired. In short, the History and Practice route is reserved for students with a strong record of achievement who cannot be accommodated in the two wings of the department.

History and Practice students who are admitted to the Senior Tutorial will participate in the senior studio exhibition at the end of the year. Unlike the history or studio routes, acceptance into the History and Practice route requires that students cannot not take both courses in the same wing, and that they must submit a thoughtful statement of the theme of their course work. This application must include a thoughtful statement of the theme of the major that both 1) shows the coherence and integrity of the plan of study and 2) explains why the students’ goals cannot be met in either history or studio. The application must include both the written statement and a list of proposed courses. The application must be submitted in two copies to advisors in both wings of the department. If approved, the application and list of proposed courses must be submitted to the department secretary before registering for the major.

Major Requirements

ARTS 100 Drawing I

One 200-level ARTS course

ARTS 319 Methods or ARTS 319 Junior Seminar

One 400-level ARTS course, or one 500-level graduate course (except 508)

Any four additional Art Studio or Art History courses. At least one elective must be taken in each wing of the department. At least one of the electives must be an Art History course concerned with a period of art prior to 1600.

THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of potential in the major as well as research capabilities to carry out the proposed project.

ART HISTORY

To graduate with honors in art history, students are to enroll in the Senior Thesis Seminar (ARTH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department’s Administrative Assistant in Spencer no later than the end of the exam period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include an abstract of not more than 250 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department’s Administrative Assistant) by the end of the exam period of the Fall semester. This form serves to verify: a) your advisor’s support of your project, and b) your advisor’s approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ARTH 31 immediately after (but not before) notification of admission into ARTH 494. (To avoid problems should they not be admitted to ARTH 494, students should pre-register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study that is consistent with their specific goals. Admission to the Senior Thesis Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the Major; 4) completion of ARTH 301 by the end of the semester (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Thesis Seminar. Since enrollment is by invitation only, students should pre-register for four classes in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Thesis Seminar during drop-add period. The Thesis Seminar is to be taken in addition to the
nine required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

ART STUDIO

Studio art concentrators who wish to be candidates for honors are required to take an extra studio course, of their choosing, for a total of ten courses. One of the ten courses must be the 400-level Senior Tutorial (ARTS 418T). Students must also take the Honors Independent Study course (ARTS 319) during Winter Study of their senior year, if they wish to have graduation of their major in the Spring semester. The entire studio faculty will be featured on the progress of the honors project at the beginning of the Spring semester. Honors candidates enrolled in the Senior Tutorial must demonstrate prior experience in the media chosen for the honors work. This proof may consist of one or more 200-level courses in the medium, course work at the 300 level, and/or a portfolio demonstrating the student’s proficiency in the media chosen for the honors project. This work must be presented to the instructor of the Senior Tutorial at the start of the Spring semester. At the end of the Spring semester of senior year, however, the studio faculty will vote on the project and whether or not it will receive honors. At the beginning of senior year, a candidate for honors in History and Practice makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors until the entire studio faculty will vote on the project and whether or not it will develop, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Tutorial (ARTS 418T, for which they will need permission of the instructor), if the project is primarily a matter of making art, or Honors Independent Study (ARTS 418S, for primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

STUDY ABROAD

The route to honors is a combination of the art studio and art history routes to honors. At the beginning of senior year, a candidate for honors in History and Practice makes a proposal to two faculty members, one advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors until the entire studio faculty will vote on the project and whether or not it will develop, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Tutorial (ARTS 418T, for which they will need permission of the instructor), if the project is primarily a matter of making art, or Honors Independent Study (ARTS 418S, for primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

ART HISTORY CLASSES

Students planning on studying abroad must: consult a departmental advisor, leave a copy of their curriculum to the department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

Art History majors must take ARTH 301 in their junior year unless they are planning to study abroad for a full year; in that case, they may take the required class in their senior year (and should consider taking the course as a second-semester sophomore). The Department does not pre-approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied only with the approval of the department). Art History majors must take ARTH 101-102, a hyphenated course, must be taken to receive course credit for either semester; students must take ARTH 101 before ARTH 102.

Extra Info: both semesters of ARTH 101-102, a hyphenated course, must be taken to receive course credit for either semester; students must take ARTH 101 before ARTH 102.

Enrollment Limit: none

Expected Class Size: 180

Distributional Requirements:
Division 1

ARTH 101(F) Art Through Time
A year-long, team-taught introduction to European and North American art and architecture, this course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, exhibited, bought and sold, held, touched, worn, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. In the first semester (ARTH 101), we cover art and architecture from the beginning to approximately 1600. In the second semester (ARTH 102), we examine art and architecture from 1600 to today. To train students to look carefully at art, and to give them time with original works of art, we use the wealth of art resources in Williamsburg: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, the Williams College Museum of Art, and the Chapin Rare Book Library.

Class Format: lecture with discussion section
Requirements/Evaluation: quizzes, midterm, two papers and a final exam
Extra Info: both semesters of ARTH 101-102, a hyphenated course, must be taken to receive course credit for either semester; students must take ARTH 101 before ARTH 102
Prerequisites: none

ARTH 102(S) Art Through Time
A year-long, team-taught introduction to European and North American art and architecture, this course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, exhibited, bought and sold, held, touched, worn, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. In the first semester (ARTH 101), we cover art and architecture from the beginning to approximately 1600. In the second semester (ARTH 102), we examine art and architecture from 1600 to today. To train students to look carefully at art, and to give them time with original works of art, we use the wealth of art resources in Williamsburg: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, the Williams College Museum of Art, and the Chapin Rare Book Library.

Class Format: lecture with discussion section
Requirements/Evaluation: quizzes, midterm, two papers and a final exam
Extra Info: both semesters of ARTH 101-102, a hyphenated course, must be taken to receive course credit for either semester; students must take ARTH 101 before ARTH 102
Prerequisites: ARTH 101

ARTH 103(D) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (D)

Crosslistings: ARTH 103/ASST 103
This course introduces to students some of the most enduring masterpieces of Asian art with an emphasis on the art of India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses. Highlights include sexual symbolism in Hindu and Buddhist art; nature or landscape painting as moral and political rhetoric; the sex industry and kabuki theater and their art in Edo Japan; and the meeting of the Eastern and Western art. This course is one of the three foundational courses; art history majors may choose any of the three courses Arth 101, Arth 102, and Arth 103 to fulfill the foundational requirements. As an EDI course, its historical, visual, and thematic analyses will bear upon the interconnectedness not only among these three distinctively different cultures, but their respective interactions with the West.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on three quizzes, two short papers, film screening and class attendance
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; highly recommended for first-year students
Enrollment Preferences: none
Enrollment Limit: 35
Dept. Notes: can be taken with either ARTH 101 or ARTH 102 as the foundational requirement for the Art History route to the major
Distribution Notes: meets Division 1 requirement if registration is under ASST
Distributional Requirements:
Division 1
Exploring Diversity
Other Attributes:
ARTH pre-1600 Courses
GBST East Asian Studies Electives

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Ju-Yu Jang

ARTH 104(F) Materials, Meanings, and Messages in the Arts of Africa (D)
Crosslistings: ARTH 104/AFR 105

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

Class Format: lecture
Requirements/Evaluation: three 2-page response papers, class journal, midterm exam and final exam
Prerequisites: none
Enrollment Preferences: lottery
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Exploring Diversity

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Michelle Apostos

ARTH 203 Chicana/o Film and Video (D)
Crosslistings: LATS 203/ARTH 203/AMST 205

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood “border” and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, national/ethnic resistance and femicide critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative’s themes of critical theorization and power and privilege.

Class Format: film screenings as a lab
Requirements/Evaluation: evaluation will be based on one short paper, midterm exam, final exam and take home essays
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ARTH post-1600 Courses
FMST Core Courses
GBST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives

Not Offered Academic Year 2017
LEC Instructor: C. Ondine Chavoya

ARTH 205 Cinematography in the Digital Age (D)
Crosslistings: ENGL 203/SCI 205/ARTH 205

In this course we study the language of modern cinema as shaped by two forces. The first is the aesthetics of cinematography, as contributed by many cultures. The second is digital film production, which has proved both empowering and constraining. The modern filmmaker succeeds only through understanding both forces.

The structure of the course is similar to a writing workshop. We begin with close reading of isolated scenes from influential films, which we compare and critique in writing and discussion. We augment this with cinematic and image processing theory, solidified through experiments in Photoshop and Premiere that reveal how digital technology shapes a director's choices. We then create our own short scenes using these tools and consumer video recorders. We refine our film fragments in the context of group critique.

Topics covered include: framing and composition, pace, storyboarding, blocking, lighting, transitions, perspective, sensors, quantization, compression, visual effects, Internet streaming, and color spaces. Studied films include those by Georges Méliès, Stanley Kubrick, Jonas Ivory, Barbara Kopple, Martin Scorsese, Sarah Polley, Onos Welles, David Lynch, Fritz Lang, Michael Haneke, Hayao Miyazaki, Spike Lee, Sophia Coppola, and Ken Burns. This course explores diversity through comparative study of how different cultures variously render similar themes, and through a larger investigation of film's ability to make audiences identify with potentially alien points of view.

Class Format: studio
Requirements/Evaluation: video production activity, computational exercises in Photoshop, script and storyboarding exercises, participation in discussions, and end of quarter exhibition
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100 level English course, or a score of 5 on the AP Exam in English Literature or a 0 or 7 on the International Baccalaureate, or permission of instructor
Enrollment Preferences: sophomores; Computer Science and English majors
Enrollment Limit: 36
Expected Class Size: 30

Distribution Notes: meets Division 1 requirement if registration is under ENGL or ARTH; meets Division 3 requirement if registration is under CSC
Distributional Requirements:
Division 1
Exploring Diversity
Other Attributes:
FMST Core Courses

Not Offered Academic Year 2017
STU Instructor: Shawn Rosenheim

ARTH 209 The Art and Archeology of Maya Civilization: A Marriage Made in Xibalba
Crosslistings: ANTH 219/ARTH 209

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics and hieroglyphic writing system are well known worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored by looking at the rich archaeological evidence and at Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its visualization and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a detailed review of the archaeological and iconographic evidence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, hieroglyphic project, research paper
Prerequisites: none, but an introductory ARTH or ANTH course recommended
Enrollment Preferences: Anthropology/Sociology and Art History majors
Enrollment Limit: 25
Expected Class Size: 16

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ANTH
Distributional Requirements:
Division 2

Not Offered Academic Year 2017
LEC Instructor: C. Ondine Chavoya
ARTH 212 Distant Encounters: East Meets West in the Art of the European Middle Ages
This lecture course investigates the rich artistic consequences—in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts—of European contact with the Eastern Mediterranean between approximately 300 and 1450 AD. From the beginnings of Christianity, pilgrimages from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When Jerusalem became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser “crusades.” Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the settlement and non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. The course aims to survey artistic production within each of these different contexts of East-West encounter.
Class Format: lecture/discussion
Requirements/Evaluation: two to three short papers, midterm, and final exam
Prerequisites: none, but previous coursework in medieval art helpful (ARTH 101-102, 223, or 224)
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives
ARTH post-1600 Courses
Not Offered Academic Year 2017
LEC Instructor: Antonio Foias

ARTH 213 Greek Art and Myth
Crosslistings: ARTH 213/CLA 213
Classical myth provides rich subject matter for painters and sculptors throughout the history of western art. This course investigates the earliest representation of myth in Greek art of the seventh through the first centuries B.C.E. Sophisticated narratives involving gods and heroes first appear in a variety of forms and contexts. Myth informs the visual culture of the Greeks on many levels, from paintings on vases used in domestic contexts to the marble sculpture that decorated the monumental temples of great sanctuaries throughout the Greek world. The purpose of the course is two-fold: to familiarize students with the subjects and narratives of Greek myths and the underlying belief system that, in part, produced them, and also provide a comprehensive outline of developments in Greek art in the first millennium B.C.E. Of special interest will be the techniques developed by artists for representing narratives visually, as well as the conceptual issues that underlie certain myths, such as sacrifice, war, marriage, coming of age, specific festivals, and the relationships between men and women, and those between mortals and immortals. Reading will include ancient literature in translation (Hesiod, Homer, Sappho, Aischylos, Sophokles, Euripides and Apollodorus) as well as secondary literature by contemporary authors that provides insights into the religious, social and historical developments that influenced artists in their choices of subject matter and style.
Class Format: lecture
Requirements/Evaluation: two short papers, quiz, hour test, final exam, required fieldtrip to The Metropolitan Museum in New York
Prerequisites: none
Enrollment Limit: 45
Expected Class Size: 45
Distributional Requirements: Division 1
Not Offered Academic Year 2017
LEC Instructor: Peter Low

ARTH 216 Body of Evidence: Greek Sculpture and the Human Figure
Crosslistings: ARTH 216/CLA 216
From the beginnings of Greek sculpture in the eighth century B.C.E. until the end of the Hellenistic period in the first century B.C.E., the human figure remained the most prominent choice of subject for Greek artists. Introductory classes will cover sculpture in the Neolithic and Bronze Ages but the goal of this course is to study Greek sculpture in the first millennium B.C.E. with emphasis on ancient Greek attitudes toward the body. We will consider the function, surroundings and reception of male and female figures, both human and divine, from athletic, religious and funerary contexts, and look at dedications of individual figures as well as the complex mythological narratives found on Greek temples. Reading material includes ancient literature in translation as well as contemporary critical essays.
Class Format: lecture
Requirements/Evaluation: two short papers, midterm, final exam
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 1
Not Offered Academic Year 2017
LEC Instructor: Elizabeth McGowan

ARTH 218(F) Dutch Art: History and Studio Combined
Crosslistings: ARTS 117/ARTH 218
By the seventeenth century, the Northern Netherlands succeeded in throwing off Spanish Hapsburg rule and becoming a locally governed republic. More than other European artists, Dutch artists based images on their land and its people. This course considers works by Rembrandt, Vermeer, and other artists from a studio as well as an art historical perspective. Lectures, readings, and discussions will examine what the artists depicted, how they worked, and the degree to which they both reflected and shaped their social context. Twice a week students will attend studio sessions during which they will do related introductory level exercises in drawing, leading up to the production of drawings in the styles of Rembrandt and his Dutch contemporaries. No prior experience in drawing is expected; students will learn basic methods for working with a range of media including ink wash, pen, and watercolor. The close study of these Dutch artists will offer insights into large issues of representation, and the studio component will complement those insights with a sense of how that representation was achieved.
Class Format: lecture
Requirements/Evaluation: evaluation based on 2 short papers, questions submitted about readings, weekly drawing assignments, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; no prior experience in drawing is expected
Enrollment Limit: 16
Expected Class Size: 16
Materials/Lab Fee: drawing supplies will be provided and charged to the student's term bill
Distributional Requirements: Division 1
Fall 2016
LEC Section: 01 W 11:00 AM 12:15 PM Instructors: Zirka Filipczak, Steven Levin
LAB Section: 02 MF 11:00 AM 12:15 PM Instructors: Zirka Filipczak, Steven Levin

ARTH 222 Photography in/of the Middle East (D)
This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.
Class Format: lecture
Requirements/Evaluation: one short paper, a 6- to 8-page paper, mid-term, and final exam
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 1
Other Attributes: ARTH post-1600 Courses
FMST Related Courses
Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Catherine Howe

ARTH 222 Photography in/of the Middle East (D)
Crosslistings: ARTH 222/ARAB 222
Since its inception, photography has been globally disseminated but locally influenced, serving disparate documentary, scientific, and aesthetic purposes in different cultural contexts. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic appreciation even as they grant visual access to the past and present in complicated places. This course will explore photographic practices in different zones of the Middle East — e.g., the Holy Land, Egypt or the Persian sphere — by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the burdens and risks of representation in unfamiliar circumstances — what work do photographs do? Who resists and who benefits? The general goal will be to appreciate the diversity of perspectives that underlie renderings of the Middle East.
Class Format: lecture
Requirements/Evaluation: class participation, short papers, term project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: permission of instructor
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Fall 2016
ARTH 283(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356

This course explores how the graphic novel has been an effective, provocative art at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's Bayou and Ho Che Anderson's King: A Comic Biography, this course illustrates and critiques multiple ways the graphic novel conveys meaning and image to create more sensual access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africania cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Class Format: Seminar
Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives
AMST Arts Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2016
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Rashida Bragg

ARTH 226(S) Renaissance Architecture

The revival in fifteenth-century Italy of ancient architectural forms for new purposes, begun by Brunelleschi and Alberti, has influenced the course of architecture to the present time. The focus will be on major Italian architects including Bramante, Michelangelo and Palladio, with excursions into England, France and Spain. Parallel developments in painting and sculpture will be considered.

Class Format: Lecture
Requirements/Evaluation: mid-term test, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 101
Enrollment Limit: none
Expected Class Size: 30
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses

Spring 2017
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Eugene Johnson

ARTH 230(S) The Temple in South Asia (D)

Crosslistings: ARTH 230/ASST 230

Towering over urban expansions and secluded forests, or turning up on roadside corners and in narrow back alleys, temples occupy a crucial place in the physical and sacred landscape of South Asia. At once meeting places for diverse communities, markers of piety and power, and architectural and sculptural wonders, temples are where artistic practice, devotion, and political and social aspirations come together. This lecture course explores the history, forms, and meanings of South Asian temples both as important works of architecture and centers of religious and social activity. Through topics such as ritual and sacred space, pilgrimage, architecture and symbolic cosmology, and the politics of architectural reuse, we will develop a multifaceted understanding of the temple in South Asia.

Class Format: Lecture
Requirements/Evaluation: midterm and final exams; one 4- to 5-page paper, and one longer final paper (8-10 pages)
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under ARTH, meets Division 2 requirement if registration is under ASST
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017
LEC Instructor: Benjamin Rubin

ARTH 236 Demigods: Nature, Social Theory, and Visual Imaginaton in Art and Literature, Ancient to Modern

Crosslistings: ARTH 236/CLAS 236/ENVI 236

This course traces the obscure history of demigods (satys, centaurs, nymphs, Pan, etc.) from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between the mythology of demigods and ancient political theory concerning primitive life; the relationship between the mythology and evolving conceptions of the environment, and the capacity of the arts and images to generate and transmit mythology that has a limited literary counterpart.

Individual demigods occasionally interact with gods or heroes, and end up in the pages of a book. But animal-human hybrids are usually envisioned in art as a primary visual experience, where they rise to this day. The interpretation of demigods has changed over time, keeping up with developments in ethics and evolving hierarchies of genre and taste. Demigods
have been subordinated to the status of decoration, or banished altogether. In antiquity, they are hardly ornamental. Embodied in satyrs, nymphs, Pan, and the others is a collective vision of an alternate evolutionary trajectory and cultural history. In this parallel world, humans and animals not only talk to each other, they live similar lives, immernary, and create new species. The distinction between nature and culture is not meaningful. Male and female are more or less equal. The industrial revolution never happens. How much of the ambiguity and the differences between modern cartography and the geographical mapping techniques used in the ancient world.

AR 245(S) Visual Arts and Natural History
Scientists and artists of the early modern period were faced with a natural world in expansion, which they endeavored to describe in detail. While scientifically, public rituals challenged existing ideas about classification, visual expertise, and collecting and display, new fields of study, such as ornithology, were forming into distinct scientific disciplines. From the emergence of cabinets of curiosity in the Renaissance to the creation of museums of natural history at the end of the Enlightenment, this course will examine the relation between visual arts and natural history in the early modern world. Topics such as women artists and collectors, the representation of life versus death, geographic exploration, teratology, taxonomy, imperialism, and fetishism will be studied. Students are expected to engage critically with the literature on the history of art and of natural history, to study thoroughly a set of primary sources, and to think creatively about questions of epistemology by observing the natural world around them.

Class Format: lecture
Requirements/Evaluation: three field assignments (e.g., herbal, snowflake observation), three response papers, 6- to 8-page research paper, midterm exam, final exam
Prerequisites: none
Enrollment Preferences: ARTH 101-102
Enrollment Limit: 45
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses

Not Offered Academic Year 2017
LEC Instructor: Michael Lewis

AR 246 Do You See What I See!!

Spring 2017
LEC Section: 01  TBA Instructor: Catherine Girard
We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on many variables—who we are, where we are and what we choose to look at. It also depends on what tools we bring to bear. This class is an opportunity to assemble a useful tool kit for the challenging visual environments of the 21st century. Image study will be central as we look, sketch and write throughout the semester, thereby exploring the entire spectrum of visuality and what different visual cultures might overlap in the global arena. Students will look, sketch and write.
of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalisation, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

This course fulfills EDI requirements through its exploration of the cross-cultural strategies used by Islam to intersect and respond to, and manifest itself within established African expressive traditions.

Class Format: lecture
Requirements/Evaluation: three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam
Prerequisites: none, although an introductory course in art history or Islamic studies would be useful
Enrollment Preferences: if the course is oversubscribed, preference will be given to students who have declared a major in Art History or Africana Studies
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ARAB; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
GBST African Studies Electives

Spring 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Michelle Aposos

ARTH 260 Beyond Tonto: American Indians in Film (D)

Crosslistings: AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273

In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peeking into the device’s viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors) have been based upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.

Class Format: seminar
Requirements/Evaluation: attend evening film screenings each week; two short papers; and a 10-page final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: American Studies majors
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
FMST Core Courses
HIST Group F Electives - U.S., Canada

Not Offered Academic Year 2017

LEC Instructor: Doug Kiel

ARTH 261(F) Augustan Rome
Crosslistings: CLAS 260/HIST 260/ARTH 261

In 31 BCE, Octavian defeated Marc Antony at Actium, the culminating battle in a bloody civil war that had wracked the Roman state for years. As victor, Octavian found himself in a complex position: he was sole ruler over a society that traditionally abhorred monarchy, he had defeated a charismatic Roman citizen whose supporters might now pose resistance, and he had promised to re-establish a governmental system that seemed hopelessly broken. Octavian, soon given the honorific name Augustus, set about repairing the war-torn state while simultaneously solidifying his power. He announced that he had “restored the Republic,” yet we regard him as Rome’s first emperor. How did the remains of this transition and subsequent ancient authors interpret? How do works of art from Augustus’ time contribute to, or resist, the idea that he ushered in a Roman “golden age”? In this course we will consider these questions using a range of sources including monuments and visual art, ancient historiography, biography, and poetry (Dio, Suetonius, Tacitus, Horace, Propertius, Vergil, Ovid), and selections from contemporary scholarship. In the process, we will gain a better understanding of a pivotal period of ancient history, as well as tools for thinking comparatively about power, rhetoric, and propaganda in our own day. All readings are in translation.

Class Format: lecture/discussion
Requirements/Evaluation: class discussion, student presentations, quizzes, two papers, and a final exam
Extra Info: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Prerequisites: none
Enrollment Preferences: majors and intending students in Classics and History
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Kenneth Draper

ARTH 264(F) American Art and Culture, 1600 to Present

Crosslistings: ARTH 264/AMST 264

American art is often looked at as a provincial version of the real thing—i.e., European art—and found wanting. This course examines American and European art in a commercial society; and the tension between the ideal and the real in American works of art.

Class Format: lecture
Requirements/Evaluation: 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam
Prerequisites: ARTH 101-102 or permission of instructor
Enrollment Limit: 60
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives
AMST Space and Place Electives
ARTH post-1600 Courses

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Michael Lewis

ARTH 265 Pop Art (W)

Crosslistings: ARTH 265/AMST 265

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, “superstars” and a variety of other accessible and commonplace objects inspired the subject matter, form and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

Class Format: lecture/discussion
Requirements/Evaluation: two short response papers, oral presentation, and one final research paper
Prerequisites: ARTH 102
Enrollment Limit: 16
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: AMST Arts in Context Electives
ARTH post-1600 Courses

Not Offered Academic Year 2017
LEC Instructor: C. Ondine Chavoya

ARTH 268(F) Chinese Art and Culture: From Imperial Treasures to Contemporary Visions (D)

Crosslistings: ARTH 268/ASST 268

This course introduces students to some of the major artistic traditions and trends from the dawn of Chinese civilization to the present. Highlights include ancient bronze vessels commissioned by the royal house and the mysteries and scholarly debates surrounding their fantastic surface décor; how the teachings of different Buddhist schools and sects are visualized for the attainment of Nirvana; how nature or landscape painting was used as religious, moral, and political rhetoric; the relationship between words and images; the way in which Chinese artists represent space and the external world in contrast to the European approaches that use the one-point perspective technique; the way picture making; how China’s encounters with foreign cultures and their arts in different times in history have contributed to the development of Chinese culture and artistic trends, including 20th social realism made during Communist China’s Cultural Revolution; and how some contemporary Chinese artists show their defiance against tradition, using traditional Chinese visual imagery, while some try to achieve shock value in their art, forcing the viewer to confront the positive and negative influences of
Western art theories on contemporary Chinese artworks. The course's contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses. This course fulfills the EDI initiative in that its historical, visual, and thematic analyses will bear upon not only the interconnectedness between Chinese culture and the distinctively different cultures of India, Korea, and Japan, but China's respective interactions with other cultures in the Middle East and West.

**Class Format:** lecture/discussion  
**Requirements/Evaluation:** 3 quizzes; 3 short essay assignments, film screening, class attendance  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Limit:** 25  
**Expected Class Size:** 20  
**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST  
**Distributional Requirements:** Division 1  
**Other Attributes:** ARTH pre-1600 Courses  

**Exploring Diversity**  

**Fall 2016**  
LEC Section: 01  
MR 02:35 PM 03:50 PM  
Instructor: Ju-Yu Jang

**ARTH 270 Japanese Art and Culture (D)**  
**Crosslistings:** ARTH 270/JAPN 270  
This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of centuries-long artistic and cultural phenomena. Through visual analysis students learn the aesthetic, religious, and political ideals and cultural meanings conveyed in the works of art. Course highlights include the transmission of Buddhism and its art to Japan; Zen Buddhism and its art (dry gardens; temples; and tea ceremony related art forms) in the context of samurai culture; the sex industry and interconnectedness between China and the West.  

**Class Format:** lecture  
**Requirements/Evaluation:** three 30- to 40-minute quizzes, two short papers, film screening, class attendance  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** none  
**Enrollment Limit:** 35  
**Distributional Requirements:** Division 1  
**Other Attributes:** ARTH pre-1600 Courses  

**GBST East Asian Studies Electives**  

**Not Offered Academic Year 2017**  
LEC Instructor: Ju-Yu Jang

**ARTH 274(F) Chinese Calligraphy: Theory and Practice**  
**Crosslistings:** ARTH 274/ASST 274/ARTS 274  
Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as either an Art History or a Studio Art course.  

**Class Format:** lecture/studio instruction  
**Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening  
**Prerequisites:** none  
**Enrollment Limit:** 12  
**Dept. Notes:** this course can count toward the Art History or Studio major  
**Materials/Lab Fee:** lab fee TBD will be added to the student's term bill  
**Distribution Notes:** meets Division 1 requirement if registration is under ASST  
**Distributional Requirements:** Division 1  
**Other Attributes:** ARTH pre-1600 Courses  

**GBST East Asian Studies Electives**  

**Fall 2016**  
LEC Section: 01  
T 01:10 PM 03:50 PM  
Instructor: Ju-Yu Jang

**ARTH 276 Chinese Art and Culture**  

**This course surveys the arts of China, including painting, sculpture, ceramics, gardens, and other decorative arts. Topics covered will include the rise and development of Buddhist art; meanings and functions of landscape painting; gender construction in Chinese art; Western influence in Chinese art; and more. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. Visual analyses and thematic discussions will bear upon the interactions and interconnectedness between China and the West. This course also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses.**  

**Class Format:** lecture  
**Requirements/Evaluation:** 3 exams; 2 short papers; film screening; class attendance  
**Prerequisites:** none  
**Enrollment Preferences:** majors  
**Enrollment Limit:** 30  
**Expected Class Size:** 20  
**Distributional Requirements:** Division 1  
**Other Attributes:** ARTH pre-1600 Courses  

**Not Offered Academic Year 2017**  
LEC

**ARTH 277 Twentieth Century Modern and Contemporary Art**  
This course will introduce students to modern and contemporary art from the turn of the twentieth century to the present. Though it will focus primarily on art in the United States and Europe, we will attend to more global concerns near the end of the semester. Organized more-or-less chronologically, we will explore the concept of the avant-garde, the development of different modes of abstraction, and the roles of photography, technology, and appropriation. We will explore the aesthetic, philosophical, and political motivations that shaped the crucial artistic movements of the twentieth century including Cubism, Dada, Surrealism, Abstract Expressionism, Pop Art, Minimalism, Conceptual Art, Performance Art, and Postmodernism. By the end of the semester, students should be able to examine modern and contemporary works of art formally and critically, ground them firmly in cultural and political contexts, and have the intellectual tools to grapple confidently with even the most challenging works of modern and contemporary art.  

**Class Format:** lecture  
**Requirements/Evaluation:** two papers, midterm, final  
**Extra Info:** not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Preferences:** majors  
**Enrollment Limit:** 30  
**Expected Class Size:** 20  
**Distributional Requirements:** Division 1  
**Other Attributes:** ARTH post-1600 Courses  

**Not Offered Academic Year 2017**  
LEC Instructor: Catherine Howe

**ARTH 278(F) The Golden Road to Samarqand (D)**  
**Crosslistings:** ARTH 278/ARAB 278  
The region stretching from present day Iran to India figures prominently in contemporary global culture but it also has a rich and complex history—an amalgamation of Persian, Turkish and Islamic influences. Home to Genghis Khan and Timur (Tamerlane), Akbar the Great and Shah Jahanit has generated some of the most renowned monuments (e.g. the Taj Mahal and the blue tiled mosques of Isfahan) and refined manuscript painting ever known. We will cover a broad swath of time—from the 10th to the 20th century—concentrating on important centers of artistic production such as Timurid Central Asia and Mughal India. Students will have the opportunity to study original works of art in the college museum collections.  

**Class Format:** lecture/discussion  
**Requirements/Evaluation:** evaluation will be based on class participation, a short paper, a midterm and a final  
**Prerequisites:** none  
**Enrollment Limit:** 20  
**Distribution Notes:** meets Division 1 requirement if registration is under ARAB  
**Distributional Requirements:** Division 1  
**Other Attributes:** ARAB Arabic Studies Electives  

**GBST Middle Eastern Studies Electives**  

**Fall 2016**  
LEC Section: 01  
TF 01:10 PM 02:25 PM  
Instructor: Holly Edwards

**ARTH 280 Art of the Commons: Social Practice, Participatory Art and Performing Publics (D)**  
**Crosslistings:** THEA 280/ARTH 280  
What responsibility does art have to its public? How is art a "social practice"? What is the model of the "cultural commons" and how might it be reshaping the way we make art today? This combined seminar and studio course will begin by exploring the concept of the "commons" as a cultural resource belonging to all members of a community. Drawing from recent scholarship, theory and debates across disparate fields (law, economics, history, theatre
and performance studies, and art), we will first define the "cultural commons" of Williams College and Williamstown. We will then design and implement a series of art and performance projects involving participation, collective labor and ownership, community building, utopianism, active spectatorship, and public space. Students will also conduct and present to the class independent research on contemporary artists (Theaster Gates, Mierle Laderman Ukeles, Santiago Sierra, Francis Alÿs, Tino Sehgal, Paul Chan), collectives (The TEAM, The Civilians, Gentila Girls, Sojourn Theatre, The Neofuturists, Ghana Think Tank), and community-based initiatives in our local art institutions (WCMA, Mass MoCA, The Clark). Readings on participatory art, happenings, relational aesthetics, social works, and utopia may be drawn from such authors as: Allan Kaprow, Theodor Adorno, Augusto Boal, Nicolas Bourriaud, Jacques Ranciére, Peggy Phelan, Shannon Jackson, Claire Bishop, Grant Kester, Nicholas Ridout, Jill Dolan, José E. Muñoz, Guillermo Gomez-Peña, and Rebecca Schneider. This course fulfills the Exploring Diversity Initiative by engaging directly with questions of how diversities of gender, race, class, and sexuality may be embraced rather than negated by communal forms of art-making.  

Class Format: seminar  
Requirements/Evaluation: weekly writing; two "workshop" showings; public art or performance project; one 15-minute oral presentation; one 10- to 12-page paper; active participation  
Prerequisites: none  
Enrollment Preferences: Art Majors, Theatre Majors  
Enrollment Limit: 14  
Expected Class Size: 10  
Dept. Notes: this is both a studio and seminar course, with both a workshop/lab and discussion  
Distributional Requirements: Division 1  
Expected Class Size: 10  
Exploring Diversity  
Not Offered Academic Year 2017  

ARTH 307(S) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W)  
Currently Rembrandt ranks as the best known but also the most controversial Dutch artist of the 17th century. Dispute surrounds his character as well as the quantity, quality, and significance of his art. At each meeting we will focus on a specific painting, print, or drawing by Rembrandt or on an issue concerning him and his work in order to compare the strengths and weaknesses of the various approaches.  

Class Format: tutorial; the semester will begin and end with a group meeting of everyone taking the tutorial  
Requirements/Evaluation: each week write a short paper or respond to the tutor's paper  
Extra Info: may not be taken on a pass/fail basis  
Enrollment Preferences: preference to senior Art History majors  
Enrollment Limit: 10  
Expected Class Size: 10  
Distributional Requirements: Division 1  
Expected Class Size: 10  
Writing Intensive  
Other Attributes: ARTH post-1600 Courses  
Spring 2017  
TUT Section: T1  T 11:20 AM 12:35 PM Instructor: Zirka Filipczak  

ARTH 301(F,S) Methods of Art History  
This course on the methods and historiography of art history offers art-history majors an overview of the discipline since the late 18th century. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; art and the material world; art, gender, and sexuality; and art as a global phenomenon.  

Class Format: lecture and discussion  
Requirements/Evaluation: six short papers, one final paper, one short oral presentation, and class participation  
Extra Info: may not be taken on a pass/fail basis  
Prerequisites: ARTH 101-102 or equivalent  
Enrollment Preferences: enrollment restricted to Art-History majors and required of them  
Enrollment Limit: 25  
Expected Class Size: 15-10  
Dept. Notes: for spring; open to undergraduate Art majors only; graduate students may not enroll without permission of the department chair  
Distributional Requirements: Division 1  

Fall 2016  
LEC Section: 01  TR 09:55 AM 11:10 AM  Instructor: Guy Hedreen  
Spring 2017  
LEC Section: 01  TR 11:20 AM 12:35 PM  

ARTH 302T(F) Architecture in Venice (W)  
Independent for more than a millenium and the crossroads of trade between Europe and Asia, Venice created a unique architecture. The aqueous environment permitted the construction of a medieval city without walls, and the civil control enforced by the oligarchic government allowed unfettered private dwellings. We will consider examples of the city's buildings, dating from the 1100s to the 1700s, such as Basilica of Saint Mark, Doge's Palace, Ca' d'Oro, Libreria di San Marco and Il Redentore.  

Class Format: tutorial  
Requirements/Evaluation: weekly 3- to 5-page papers based on assigned readings  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: ARTH 101-102  
Expected Class Size: 10  
Distributional Requirements: Division 1  
Expected Class Size: 14  

Fall 2016  
TUT Section: T1  TBA Instructor: Eugene Johnson  

ARTH 308T(S) African Art and the Western Museum (D) (W)  
Crosslistings: ARTH 308/AFR 369  
Provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the contemporary digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. In other words, students will explore how the dialogues created between objects and individuals often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum. This tutorial fulfills EDI requirements through its exploration of issues of so-called 'authentic' representation, cultural capital, rights of seeing, the politics of representation, and the meaning of art as it applies to African artifacts displayed within the context of a Western art museum.  

Class Format: tutorial  
Requirements/Evaluation: field trips to area museums, bi-monthly response papers (5 pages), bi-monthly peer response papers (2 pages)  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Preferences: seniors and majors  
Enrollment Limit: 10  
Expected Class Size: 10  
Distributional Requirements: Division 1  
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AFR  

Spring 2017  
TUT Section: T1  TBA Instructor: Michelle Apotsos  

ARTH 310 An American Family and "Reality" Television (W)  
Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316  
An American Family was a popular documentary series that featured the Loud family from San Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging common rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Loud's marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.  

In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.  

Class Format: seminar  
Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: none  
Enrollment Preferences: junior majors, followed by senior majors  
Enrollment Limit: 19  
Expected Class Size: 14
ARTH 317 Gender Construction in Chinese Art (D) (W)
Crosslistings: ARTH 317/AMST 317/WGSS 317

“One is not born, but rather becomes a woman”—Simone de Beauvoir

This course will investigate how gender as a cultural and social construction is visualized in Chinese art. Issues of interest include how gendered space is constructed in Chinese painting; how landscape paintings can be decoded as masculine or feminine; and ways in which images of women help construct ideas of both femininity and masculinity. This course will also discuss Confucian literature’s [ideals] of reclusion and homosociality; didactic art for women; images of concubines, courtesans; and lonely women’s isolation and abandonment. For example, while nature is often seen as feminine, Chinese landscape painting may be coded as masculine due to its association with the Confucian scholar’s ideals of eremitism, a means for the cultivation of the mind, and homosociality. On the other hand, the placement of a masculine landscape in feminine poetry may be seen as rhetorical strategy, accentuating the lonely woman’s isolation and abandonment, which are important tropes in Chinese erotic poetry as well. This course fulfills the EDI requirement in that it is designed to enable students to study the logic of gender and sexuality in a context different from their own; to see how both genders are constructed in relation to each other, and how they interact in the context of class, ideology, politics, and ideals, as well as how we may compare their representation in China with those of other cultures, notably Japan and the West. Using both visual art and literature, this course also challenges the gender stereotyping that still exists in current scholarship.

Class Format: seminar/discussion
Requirements/Evaluation: a series of 2-3 page position papers; one 3-4 page 1st oral presentation write-up; one 4-5 page pre-focus/focus paper for exploring the final paper topic; 2 oral presentations; a 12-15 page final research paper; class attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 14
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST or WGSS

ARTH 319(F) Robert Rauschenberg: Art, Archives, and Exhibitions
Robert Rauschenberg (1925-2008) was a leading figure in postwar American art whose work is considered an important bridge between Abstract Expressionism and Pop art. Throughout his career he worked in a wide range of media, collaborated frequently with dancers and performers, and was dedicated to promoting awareness of causes he cared about, including world peace, the environment and humanitarian issues. The Robert Rauschenberg Foundation archives have recently been processed and opened to scholars for the first time. This course will make use of the archives with the aim of shedding new light on Rauschenberg’s art and collaborations in the form of an exhibition that will open at the Williams College Museum of Art in the spring 2017 semester. Students will have hands-on access to archival materials and will collaborate on the development of the exhibition through both individual and group activities and assignments. As a class we will critically explore the role and possibilities of research and archives in curatorial practices and museum exhibitions. Course readings will be drawn from the major monographs on Rauschenberg’s art, texts that highlight various historical, theoretical, and methodological approaches to the archive, and primary source material from the Rauschenberg archive.

Class Format: seminar
Requirements/Evaluation: oral presentations and object-based research assignments; two writing assignments: one 5-6 pages and one 10-12 pages; and one final written project of 6-8 pages and final presentation; one required field trip to New York City
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102 or permission of instructors
Enrollment Preferences: Art History majors
Enrollment Limit: 16
Expected Class Size: 12
Distributional Requirements:
Division 1
Other Attributes: Writing Intensive

ARTH 327 Acquiring Art: Selecting and Purchasing Objects For WCMA
Crosslistings: ARTH 327/ECON 227/ARTH 527

How do museums acquire art? Factors considered in selecting objects include the museum’s existing collection, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object’s history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Students will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and a plan for payment will be generated. This course fulfills the EDI requirement in that it is designed to enable students to study the logic of gender and sexuality in a context different from their own; to see how both genders are constructed in relation to each other, and how they interact in the context of class, ideology, politics, and ideals, as well as how we may compare their representation in China with those of other cultures, notably Japan and the West. Using both visual art and literature, this course also challenges the gender stereotyping that still exists in current scholarship.

Class Format: seminar
Requirements/Evaluation: three papers of 10-15 pages each and each class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 or permission of instructor
Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON
Distributional Requirements:
Division 1
Not Offered Academic Year 2017
SEM Instructor: Kevin Murphy

ARTH 330/375 Michelangelo: Biography, Mythology, and the History of Art (W)

One might argue that Michelangelo’s enduring fame, and his preeminence in the European art historical canon, is as much a product of his artistic persona as his artistic achievement. Indeed, the classic image of the artist as a brooding, tortured genius of unstoppable creative force finds its roots in the Italian Renaissance, and specifically in the fascinating biography—and mythology—of Michelangelo. With a life and career more fully documented than those of any western artist to precede him, Michelangelo provides us with the foundations for a triangulation of person-persona-artistic production that has a modern ring. But what are the limits of our knowledge, and what are the boundaries of interpretation? And how might we approach the study of an artistic self when that self is, also, a work of art? In this course, students will become well-acquainted with the life and work of Michelangelo, giving critical attention to the connection between the artist and his work. We will investigate, in particular, the practice of interpreting his work according to his philosophical outlook, political convictions, religious beliefs, sexual desire, and more. While this course will bring us deep into the life and work of a single artist, one of its goals is to generate ideas about the very act of biographically-based art historical interpretation. How can thinking carefully about Michelangelo reshape our own thinking about art historical practice?

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on the quality and improvement of written work (5 weekly papers and 5 response papers, and a final written exercise addressing major themes of the tutorial), and oral dialogue
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ARTH course of any level; open to sophomores, juniors, and seniors
Enrollment Preferences: none
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 1
Writing Intensive

Spring 2017
TUT Section: T1  M 01:10 PM 03:50 PM  Instructor: Stefanie Solmon

ARTH 335(F) Uncovering Williams
Crosslistings: AMST 335/ARTH 335

Sparked by current controversies around visual representations at Williams, this course—a joint effort of the Williams College Museum of Art and the American Studies Program—investigates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course...
will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; the visibility/invissibility of the college's relationship to slavery and Abolitionism.

Expected Class Size: 19

Distribution Notes: may not be taken on a pass/fail basis

Prerequisites: sophmore standing or permission of the instructor(s)

Enrollment Preferences: AMST majors

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ARTH

Distributional Requirements:

- Division 2

Other Attributes:
- AMST Arts in Context Electives
- AMST Space and Place Electives

Fall 2016

SEM Section: 01  Cancelled

Spring 2017

SEM Section: 01  W 01:10 PM 03:50 PM  Instructors: Dorothy Wang, Kevin Murphy

ARTH 376 Zen Buddhist Visual Culture: The Path to Nirvana (W)

Crosslistings: PSCI 337/ARTH 337

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are, at best, peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through explorations, which will consider a wide variety of visual examples, we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include relevant excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with such fields as art history and criticism, film studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Azoulay, Bat, Barthes, Benjamin, Bruno, Buck-Morss, Butler, Clark, Connolly, Chimp, Deleuze, Enzensberger, Fanon, Foucault, Hebbel, Lacan, Merleau-Ponty, Mitchell, Mulvey, Noé, Plato, Rancière, Rogin, Scott, Slavikowski, Sontag.

Class Format: seminar

Requirements/Evaluation: regular, engaged class participation and three 7- to 8-page papers

Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

Enrollment Preferences: Political Science and Art History majors

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARTH

Distributional Requirements:

- Division 2

Writing Intensive

Other Attributes:
- AMST Critical and Cultural Theory Electives
- FMST Core Courses

Not Opened Academic Year 2017

SEM Instructor: Mark Reinhardt

ARTH 376(F) Zen Buddhist Visual Culture: The Path to Nirvana (W)

Crosslistings: ARTH 376/ASST 376/REL 252

This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tea rooms, tea ceremony and tea bowls; 4) The Zen Tenempos Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRAAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion

Requirements/Evaluation: class discussions and participation, oral presentations, short papers; and a research paper

Enrollment Preferences: sophomores, juniors and seniors

Enrollment Limit: 10

Expected Class Size: 8

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST or REL

Distributional Requirements:

- Division 1

Writing Intensive

Other Attributes:
- ARTH pre-1600 Courses

Fall 2016

LEC Section: 01  M 01:10 PM 03:50 PM  Instructor: Ju-Yu Jang

ARTH 400(F) MEdieval MEditerranea: Artistic interactions across water Crosslistings: ARTH 500/ARTH 400

Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as site-specific taped performances as well as films.
The constant contacts, in peace and war times, between the Latin West and the world of Islam, especially during the Middle Ages, formed and shaped the identities of both Christian and Muslim worlds. Moreover, these cultural clashes and artistic exchanges seemed on the one hand to consolidate identities and maintain barriers of differences but on the other hand to contribute to dynamic aesthetic conversations, enriching the visual cultures of both. In several moments in history, which, sometimes, can hardly be defined as such, a new amalgamated aesthetic language was born. Trade with luxury goods and even the lack of works of art ‘sponsored’ and enhances visual dialogues between different religious cultures of the Mediterranean. In this seminar the routes and the ‘ambassadors’ of these exchange moments are discussed. The Mediterranean basin (between 800 to 1500 AD) is in focus. The mobile world around the shores of the Mediterranean Sea—from the far west district of al-Andalus and the city of Cordoba to the Near Eastern metropolises of Cairo and Damascus—will be highlighted. Port cities such as Salerno, Amalfi, Genova, Pisa, Mahdia, Venice, Palermo and Acre will be jointly discussed in order to draw a full and complete picture of the particular medieval art, which developed across the Mediterranean basin.

Enrollment Preferences:
- places for 8 undergraduates and 8 graduate students assured
- Enrollment Limit: 16
- Distributional Requirements:
  - Division 1

Fall 2016

SEM Section: 01
- R 01:10 PM 03:50 PM
- Instructor: Avinoam Shalem

ARTH 400(S) CVPS: Jerusalem: The Making of the Holy Crosslistings: ARTH 500/ARTH 400

What are the reasons for declaring a particular space holy? How are the borders of this holy space made visible? What practices and rituals are employed to make the holy space? How is the sacred space maintained? The city of Jerusalem is the case study through which these questions will be critically examined. The city, sacred to three monotheistic religions, has been made and remade throughout history as a sacred space to Judaism, Christianity and Islam. This seminar will examine Jerusalem's changing architectural program over circa one thousand years, as well as its representation in images and texts from Jewish, Christian and Muslim sources. The main focus will be the Haram al-Sharif, the temple mount in Jerusalem as well as other spaces in the old city of Jerusalem and its vicinity, in which further sacred spaces were built and designed for pilgrims. Aspects of different rituals and even oral traditions will be brought into discussion to illustrate the varied methods and politics of the space and the continuous contestations over Jerusalem's sacredness up to the present day. At the same time, modern, mainly nationalistic, methods for reconstructing past narratives for Jerusalem will be critically discussed, focusing mainly on archaeology, urban architectural developments and museum display.

Class Format: seminar
- Enrollment Preferences: places for 8 undergraduates and 8 graduate students assured
- Enrollment Limit: 16
- Expected Class Size: 16
- Distributional Requirements:
  - Division 1

Spring 2017

SEM Section: 01
- R 01:10 PM 03:50 PM
- Instructor: Avinoam Shalem

ARTH 402 Monuments and The Art of Memorial

The urge to commemorate individuals, heroic acts or historic events whether unspeakable or splendid is both human and timeless. This seminar will document and explore the concepts behind and the nature of monuments, both commemorative ones, and those that adornish or inform without commemorating a specific event or individual. Students will study and analyze monuments and memorials from the ancient Mediterranean (Egypt; Mycenae; Greece of the Archaic, Classical and Hellenistic periods; Imperial Rome) and chart their influence on monuments in later history, especially those of the nineteenth and twentieth centuries. The current trend towards countermonuments, or anti-monuments, such as Maya Lin's Vietnam Veterans Memorial or the Gerzé's vanishing "Monument Against Fascism, War and Violence and for Human Rights" in Hambach/Harburg will be discussed in light of the monumental tradition of combining word, image, and architecture to create memorials that will endure in both spatial and temporal terms. Ongoing discussions of Holocaust memorials and the problems inherent in the design of the monument for the WTC will also be addressed. More humble memorials, such as ephemeral installations roadside shrines and photographic assemblages will be included in the discussion concerning the concept of "monument" alongside topics such as historic buildings and National parks.

Class Format: seminar
- Requirements/Evaluation: participation in discussions, short response paper/two in-class presentations that provide material for a major term paper of 20-25 pages due at the end of the semester
- Prerequisites: ARTH 101-102 or permission of instructor; students of History and Anthropology are also encouraged to enroll
- Enrollment Limit: 14
- Dept. Notes: satisfies pre-1400 or pre-1800 if the student pursues a research topic and term paper in those areas
- Distributional Requirements:
  - Division 1
- Other Attributes: ARTH pre-1600 Courses

Not Offered Academic Year 2017

SEM Instructor: Elizabeth McGowan

ARTH 404 The Enemies of Impressionism, 1870-1900 Crosslistings: ARTH 552/ARTH 404

This class explores French and European painting and sculpture of the last quarter of the nineteenth-century, particularly the work of artists once famous in their day but whose reputations collapsed with the rise of Impressionism and Modernism. Attention to aesthetic theory, pictorial narrative, and the formation of artistic taste. Artists include Gerome, Bouguereau, and Alma-Tadema.

Class Format: seminar
- Requirements/Evaluation: readings and research paper
- Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
- Prerequisites: none
- Enrollment Preferences: Graduate program students then to senior Art History majors
- Enrollment Limit: 14
- Expected Class Size: 12
- Distributional Requirements:
  - Division 1

Not Offered Academic Year 2017

SEM Instructor: Marc Gottlieb

ARTH 405(S) Seminar in Architectural Criticism (W) How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility—or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

Class Format: seminar
- Requirements/Evaluation: students will write and revise six papers (5-7 pages) during the semester
- Prerequisites: ARTH 101-102 and permission of instructor
- Enrollment Prerequisites: junior Art History majors
- Enrollment Limit: 11
- Distributional Requirements:
  - Division 1
  - Writing Intensive
- Other Attributes: AMST Space and Place Electives

Fall 2016

SEM Section: 01
- W 07:00 PM 09:40 PM
- Instructor: Michael Lewis

ARTH 412(S) The Politics of Aesthetics: Collaboration and Participation in Contemporary Art

The social turn is a hallmark of contemporary art, as artists since the 1960s turned from the art object toward dynamic exchanges with the public, from sole author to collaborative engagement. This seminar provides a theoretical framework to historicize as well as to critically analyze the promise and pitfalls of this emphasis on collaborative works, on active participants rather than passive spectators, and on the metaphoric rise of community-based artistic practices. A wide range of case studies will also allow us to delve into the intersections and productive tensions between aesthetics and politics, or between art and life.

Class Format: seminar
- Requirements/Evaluation: class presentations, research assignments, and final 20-page paper
- Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
- Prerequisites: none
- Enrollment Preferences: Senior Art History majors and Art History MA students
- Enrollment Limit: 14
- Expected Class Size: 14
- Distributional Requirements:
  - Division 1
- Other Attributes: ARTH post-1600 Courses

Spring 2017

SEM Section: 01
- T 01:10 PM 03:50 PM
- Instructor: Mari Binnie

ARTH 418(S) Visual Cultures of Modern South Asia (D) Crosslistings: ARTH 418/ASST 418

This seminar explores the visual and material cultures of modern South Asia. Beginning in the late eighteenth century and moving chronologically to the present, we will examine the rise and spread of new visual technologies and spaces of display, including museums, craft practices, photography, print, and
film, and their role in the formation of South Asia's colonial, national, and global identities. Topics include colonial landscapes, politics of display, craft and nationalism, and alternative modernities. An emphasis will be placed on popular culture — posters, calendar art, tourist souvenirs, and Bollywood movies and paraphernalia — and its social and performative lives, as well as its tension and engagement with "high art."

**Class Format:** seminar

**Requirements/Evaluation:** presentations, weekly response papers, one short paper (4-5 pages), and one final paper (15-20 pages)

**Prerequisites:** none; however, students are encouraged to take the Arts of South Asia, offered in the fall

**Enrollment Preferences:** majors

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST

**Distributional Requirements:** Division 1

**Exploring Diversity**

**Spring 2017**

**ARTH 419 Going to Ground: Considering Earth in the Arts of Africa (D) (W)**

**Crosslistings:** ARTH 419/AFR 419/ENVI 419

Drawing its inspiration from the landmark exhibition *Earth Matters: Land as Material and Metaphor in the Arts of Africa* (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic strategies deployed in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base. This course fulfills EDI requirements through its exploration of the effects of globalization and modernization on the African natural environment, and its engagement with diverse cultural legacies, socio-political systems, and economic realities on the continent as contributors to art-making strategies deployed by contemporary African environmental artists. Students will also explore the ways in which African artists have internalized and interpreted the symbolic potential of earth in their contexts as individuals defined by gender, sexual orientation, religious affiliation, etc. as well as members of distinctive cultures and communities.

**Class Format:** seminar

**Requirements/Evaluation:** 2-page reading response papers, 2-page paper proposal, draft and final paper (15 pages) with presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** some coursework in ARTH and/or AFR would be useful

**Enrollment Preferences:** seniors and majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ENVI; meets Division 2 requirement if registration is under AFR

**Distributional Requirements:** Division 1

**Writing Intensive**

**Other Attributes:** ARTH post-1600 Courses

**GBST African Studies Electives**

**Not Offered Academic Year 2017**

**SEM Instructor:** Michelle Apatosos

**ARTH 420(F) Architecture and Sustainability in a Global World (W)**

**Crosslistings:** ARTH 420/ENVI 420/GBST 420/EXPR 420

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific idea, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

**Class Format:** seminar

**Requirements/Evaluation:** response papers on class readings (2 pages), leading class discussions, and final project/paper (15-20 pages) and presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none, although a course in art/architectural history would be advantageous

**Enrollment Preferences:** Art History majors, Environmental Studies majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Materials/Lab Fee:** $100

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

**Distributional Requirements:** Division 1

**Writing Intensive**

**Fall 2016**

**SEM Section:** 01 W 01:10 PM 03:50 PM Instructor: Michelle Apatosos
ARTH 428(S) Icons
Crosslistings: ARTH 428/ARTH 528
This seminar will explore the appearance and use of icons, the sacred images of the early Christian church, between the first century and the eighth century. Materials include panel paintings, ivories and mosaics. The aim of the inquiry is to examine the surviving corpus of icons (about 75, consider how they functioned and the ways in which the artists who created them manipulated such formal elements as line, color and composition to create an image of the sacred.
Class Format: seminar
Requirements/Evaluation: preparation of readings, class participation, research paper (c. 20 pages), seminar report (c. 30 minutes)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: priority will be given to Art History majors, advanced students of Religion and graduate students in Art History
Enrollment Limit: 16
Expected Class Size: 12
Distributional Requirements:
Division 1

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Sarah Bassett
ARTH 430(F) Aesthetics and Human Variety: European Representations of Oceania 1755-
Crosslistings: ARTH 430/ARTH 530
Using European representations of the inhabitants of Oceania as the primary materials of our investigation, this seminar will explore the connections to be made among theories of beauty, practices of art making, and the construction of race as a scientific concept in the second half of the eighteenth century and the beginning of the nineteenth century. In Europe, this was a period that gave rise to aesthetics as a branch of philosophy, to several theories of the origins of human difference, to debates over the abolition of slavery, and to no fewer than fifteen expeditions to the Pacific Ocean. This course will investigate the crucial role that pictures played in all of these developments. Though students will not be expected to write their research papers on pictures of Oceania, they should consider the central questions of the course: What purposes do the various conceptions of race serve? What are the aesthetic assumptions made by theorists of race? How do models of making art influence European ideas about foreigners? How do the pictures of foreign peoples impact the response papers, and critical commentary on work of peers
Enrollment Preferences:
Expected Class Size: 12
Distributional Requirements:
Division 1

Enrollment Limit: none

ARTH 449(S) Body Language in Baroque Art
Art of the 1600s represents a highpoint in artists’ ability and interest in conveying “the passions of the soul” through the actions of the body. Never previously had artists represented such a broad range of feelings. We will distinguish individual from conventional poses, track how long the conventional poses had been in use, and consider which ones, if any, specific artists favored. Emphasis on both renowned and less-known artists, e.g., Caravaggio, Rembrandt, Artemsies Gentleschi, Adriaen Brouwer). Art of the 1600s represents a highpoint in artists’ ability and interest in conveying “the passions of the soul” through the actions of the body. Never previously had artists represented such a broad range of feelings. We will distinguish individual from conventional poses, track how long the conventional poses had been in use, and consider which ones, if any, specific artists favored. Emphasis on both renowned and less-known artists, e.g., Caravaggio, Rembrandt, Artemsies Gentleschi, Adriaen Brouwer)
Class Format: seminar
Requirements/Evaluation: 5-minute oral report, 20-minute oral report on the same material as the 20-page paper (half of the paper due mid-way through the semester, the whole at the end)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ARTH 102
Enrollment Preferences: Art History majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division 1

ARTH 451 Ideal Bodies: The Modern Nude and Its Dilemmas
Crosslistings: ARTH 451/WGSS 451
Since the nineteenth century, the female nude has been so dominant that the very term “nude” has come to stand for the female body. This course looks at both male and female nudes from the time of the French revolution to the present in order to order how and why this gendering occurred. We will explore the ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized and marginalized. Our prime focus is the work of David, Ingres, Courbet, Gericault, Manet and Renoir but more popular nineteenth-century images as well as selected works by artists working in the twentieth and twenty-first centuries will be discussed.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on biweekly 1-page papers, short reports, an oral presentation and a 10- to 20-page paper
Prerequisites: two semesters of ARTH 101-102-103; permission of instructor required
Enrollment Preferences: junior and senior Art majors, Women’s, Gender and Sexuality Studies majors, French majors, and History majors with a concentration in European studies.
Enrollment Limit: 12
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
SEM Instructor: Carol Ockman
ARTH 455(F) Ottoman and Orientalist Visual Culture
Crosslistings: ARTH 555
Jean-Léon Gérôme's famous painting, "The Snake Charmer," at the Clark Art Institute will be our starting point for examining the connections between Ottoman and Orientalist visual culture in the modern period. Artists who were fascinated by the Near East (Gérôme, Ingres, Delacroix, Lewis, Renoir and Matisse) will be studied alongside Orientalist photography, international exhibitions, travel literature, and film. This course encompasses diverse regional orientalisms (in Poland, Russia, Denmark, America and Australia) and the distinctive contribution of women artists. Western engagement with the Islamic world will be examined alongside contemporaneous Ottoman art, patronage and the visual culture of statecraft. We will consider Ottoman modernization as a context through which alternative images of the region were generated. The cultural and political significance of Orientalist visual culture will be critically analyzed through comparative study of French-trained Ottoman artists and their Orientalist mentors Gérôme and Boulangier.

Class Format: seminar
Requirements/Evaluation: each student will write one short midterm paper and a longer concluding essay, as well as present a couple of readings to the class.
Extra Info: may not be taken on a pass/fail basis.
Enrollment Preferences: places for 8 undergraduates and 8 graduate students assured
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 W 01:30 PM 04:00 PM Instructor: Mary Roberts

ARTH 462 Art of California: Pacific Standard Time (D) (W)
Crosslistings: ARTH 462/AMST 462/LATS 462/ARTH 562
In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. This course fulfills the Exploring Diversity Initiative requirement as it offers a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102
Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes:
Distributional Requirements:
Division 1
SEM   Instructor: Holly Edwards

Spring 2017
SEM Section: 01 R 01:10 PM 03:50 PM Instructor: Holly Edwards

ARTH 472 Timelines
This course examines the history of art in the context of significant cultural and historical events. It explores the ways in which art reflects and responds to these events, and how these events shape our understanding of art. The course will be taught through a series of case studies, focusing on specific themes such as the relationship between art and politics, the role of art in social change, and the influence of technological developments on art production. Students will be expected to participate actively in class discussions and to complete regular writing assignments that require them to engage with the material critically.

Class Format: seminar
Requirements/Evaluation: regular presentations and term project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: 100-level art history course
Enrollment Preferences: majors, seniors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
SEM   Instructor: C. Ondine Chavoya

ARTH 494(S) Thesis Seminar
To graduate with honors in art history, students are required to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honor's thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.

Class Format: seminar
Requirements/Evaluation: once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages.

pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: for requirements of entry into the course, please see "The Degree with Honors in Art, Art History"
Enrollment Preferences: permission of instructor required
Enrollment Limit: 5
Expected Class Size: 6
Dept. Notes: does not satisfy the Art History seminar requirement
Distributional Requirements:
Division 1

Spring 2017
HON Section: 01 M 07:00 PM 09:40 PM Instructor: C. Ondine Chavoya

ARTH 497(F) Independent Study: Art History
Art History independent study.
Class Format: independent study
Distributional Requirements:
Division 1

ARSTUDIO CLASSES

ARTS 100(F) Drawing I
This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual expression. Each class session introduces you to a specific drawing technique, concept or media. The homework assignments involve practicing the skills presented in class while encouraging personal expression by incorporating your own ideas into the art work. This course also promotes the understanding presented in class while encouraging personal expression by incorporating your own ideas into the art work. This course also promotes the understanding of artists and their work. It requires that you attend at least one Visiting Artist presentation to gain a deeper knowledge of artist's aspirations and practices. To allow for more practice with working directly from life, you are also required to attend at least two evening life drawing sessions.
Class Format: studio
Requirements/Evaluation: evaluation will be based on the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students
Enrollment Limit: 18
Expected Class Size: 18
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements:
Division 1

Fall 2016
IND Section: 01 TBA Instructor: Peter Low

ARTS 101(S) Drawing II
This course will expand on the techniques and materials introduced in Drawing I. You will develop a vocabulary of marks that reflect on historical events and the ongoing present. We will look at a variety of work, including: Fiona Banner, Catherine Bigelow, Wafaa Bilal, Nao Bustamante, Paul Chan, Adam Curtis, Jean-Luc Godard, Danny Glover, Dara Greenwald, Sharon Hayes, Spike Lee, Zoe Leonard, Chris Marker, Alain Robbe-Grillet, Anna Deveare Smith, Lisa Steele, Agnes Varda, The Yes Men, Haskell Wexler, and collectives including ACT UP, Pink Bloque, TVTV, and Occupy Wall Street. Readings will include work by Margaret Atwood, Jerome Bruner, Judith Butler, Greg Bordowitz, Joan Didion, George Lipsitz, Chantal Mouffe, Paul Virilio, David Foster Wallace, among others.
Class Format: studio
Requirements/Evaluation: students will produce three short videos, essayistic or fictional non-academic written works, or action/performance works; evaluation will be based primarily on these works and class participation
Prerequisites: none
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 12
Expected Class Size: 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distribution Notes: meets Division 2 requirement if registration is under ARTS; meets Division 1 requirement if registration is under ARTS
Distributional Requirements:
Division 1
Explored Diversity

Spring 2017
STU Section: 01 T 01:10 PM 03:50 PM Instructor: TBA

ARTS 106(F) Photography: Drawing with Light
PHOTO (light) GRAPHY (drawing/writing) As the publication of Fox Talbot's book Pencil of Nature illustrated in 1844, the essence of photography lies in its seemingly magical ability to fix shadows on light-sensitive surfaces. This can be done with or without a camera, by casting shadows, manipulating light, and chemically treating that surface. This class will concentrate on the design and fabrication of photographic drawings, using alchemy and light. Employing both digital and analog photographic processes, we will also use alternative processes, like gum dichromate. Imagery will focus on abstraction as well as two-dimensional renderings of the three-dimensional world. We will employ finder imagery as well as invent our own and embrace the best of what reveals itself to us in our experimentation. There will be ample opportunity for chance, materials, and the elements to impact on the nature of the image created; we will learn to recognize the best results and edit out the rest. Evaluation will be based primarily on the quality of the portfolio, as compared to an ideal of conceptual, formal, and technical achievement.
Class Format: studio
Requirements/Evaluation: portfolio, improvement, participation
Prerequisites: none
Enrollment Limit: 12
Expected Class Size: 10
Distributional Requirements:
Division 1

111
ARTS 107(S) Creating Games (Q)
Crosslistings: CSCI 107/ARTS 107
The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using the mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.

Class Format: Lecture and studio
Requirements/Evaluation: evaluation will be based on participation, studio work, and quizzes
Prerequisites: none; no programming or game experience is assumed
Enrollment Preferences: first-year students
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: not open to students who completed a Computer Science course numbered 136 or above. Does not count toward the Art Major
Materials/Lab Fee: lab fee of $25 will be added to the student's term bill
Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: FMST Core Courses

Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Morgan McGuire
Lab Section: 02 R 10:00 PM 04:00 PM Instructor: Morgan McGuire

ARTS 108(S) Introduction to Photography
This course provides an introduction to the visual language of photography. It will focus on gaining familiarity with both digital and analog techniques and aesthetics. Weekly assignments and regular critiques will be used to assess student work and progress. Demonstrations and hands-on sessions will cover technical topics such as camera operation, proper image exposure, digital workflow (including RAW files and Photoshop) and both digital and analog printing techniques. Lectures will provide historical context and an overview of traditional and contemporary artists.
Class Format: studio
Requirements/Evaluation: evaluation will be based on photographic assignments, regular critiques, and a final portfolio of prints
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: in the case of over enrollment, admission to the class will be determined by application, that will be distributed via Williams email
Enrollment Limit: 12
Expected Class Size: 12
Materials/Lab Fee: $175, subject to change
Distributional Requirements: Division 1
Other Attributes: FMST Related Courses

Spring 2017
LEC Section: 01 TR 10:15 AM 11:30 AM Instructor: Aimee Vettraino
LEC Section: 02 TR 08:30 AM 09:45 AM Instructor: Morgan McGuire

ARTS 117(F) Dutch Art: History and Studio Combined
Crosslistings: ARTS 117/ARTH 218
By the seventeenth century, the Northern Netherlands succeeded in throwing of Spanish Hapsburg rule and becoming a locally governed republic. More than other European artists, Dutch artists based images on their land and its people. This course considers works by Rembrandt, Vermeer, and other artists from a studio as well as an art historical perspective. Lectures, readings, and discussions will examine what the artists depicted, how they worked, and the degree to which they both reflected and shaped their social context. Twice a week students will attend studio sessions during which they will do related introductory level exercises in drawing, leading up to the production of drawings in the styles of Rembrandt and his Dutch contemporaries. No prior experience in drawing is expected; students will learn basic methods for working with a range of media including ink wash, pen, and watercolor. The close study of these Dutch artists will offer insights into large issues of representation, and the studio component will complement those insights with a sense of how that representation was achieved.
Class Notes: Lectures and studio
Requirements/Evaluation: evaluation based on 2 short papers, questions submitted about readings, weekly drawing assignments, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; no prior experience in drawing is expected
Enrollment Limit: 16
Expected Class Size: 16
Materials/Lab Fee: drawing supplies will be provided and charged to the student's term bill
Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 MF 09:00 AM 10:15 AM Instructor: Zirka Filipczak, Steven Levin
LEC Section: 02 MF 11:00 AM 12:15 PM Instructor: Zirka Filipczak, Steven Levin

ARTS 200 Costume Design
Crosslistings: THEA 305/ARTS 200
This course is both an introductory and an intensive study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.
Class Format: Studio
Requirements/Evaluation: evaluation will be based on multiple design assignments including a detailed final design project, costume lab, image and research files, costume sketchbook, short papers, committed participation, and attendance
Extra Info: successful completion of any 200-level course in any of the fine or performing arts or permission of instructor
Enrollment Preferences: Theater and Art Studio, sophomores and juniors
Enrollment Limit: 10
Expected Class Size: 8
Dept. Notes: does not satisify any requirements for the Art major
Materials/Lab Fee: lab fee of $100.00 will be added to the student's term bill
Distributional Requirements: Division 1
Not Offered Academic Year 2017
STU Instructor: Deborah Brothers

ARTS 211(F) Worldbuilding: Staging and Design For The Theater Crosslistings: THEA 211/ARTS 201
This course examines the designer's and director's creative processes as they work together to imagine the fictional worlds of theatrical productions. Over a series of practical projects in staging, mise-en-scene, and visual development, we will develop techniques for eliciting an initial creative response to a text, developing that response into a point-of-view, and solving the practical needs of the production. Particular emphasis is placed on how design elements synthesize with one another and the work of the actors and director, to form the larger intellectual, emotional, and physical context of the work as a whole. Students will adopt various creative roles throughout a series of assigned projects, giving a broad exposure to the work of designers and directors. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.
Class Format: Studio
Requirements/Evaluation: evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects
Prerequisites: none
Enrollment Preferences: Theatre majors
Enrollment Limit: 14
Expected Class Size: 12
ARTS 206(F) Color Digital Photography
This course explores both the technical, aesthetic, and conceptual possibilities of color photography using digital cameras. This course is designed to introduce students to questions and considerations of the use of color in photography, and new questions surrounding the use of digital color. Students will create color photographs using digital cameras. Weekly assignments. Regular critiques will discuss student work and progress. Demonstrations and hands-on sessions will cover technical topics such as camera operation, proper image exposure, additive and subtractive color, digital workflow (including RAW files and Photoshop) and digital inkjet printing techniques. Lectures will provide historical context and an overview of traditional and contemporary artists working in color such as William Eggleston, Jeff Wall, David Benjamin Sherry, and Deana Lawson.

Requirements/Evaluation:
evaluation will be based on photographic assignments, regular critiques, and a final portfolio of prints
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: majors, seniors
Enrollment Limit: 10
Expected Class Size: 12
Distributional Requirements:
Class Format: studio
class discussion and critiques
Distributional Requirements:

ARTS 211T Photographic Montage and Collage
It is all about the edge. Montage is the seamless combination of photographs which beg the viewer to suspend disbelief and embrace the new composite reality. Collage also yields an alternate reality by combining multiple photographs but here the process unabashedly reveals itself. In this course, students will learn basic photographic techniques as well as use found photographs to make both collages and montages. These combinations will be made with razor blades and glue as well as in Photoshop.

Requirements/Evaluation:
portfolio, tutorial preparedness and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Art majors
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: TBD
Distributional Requirements:
Class Format: studio
class discussion and critiques
Distributional Requirements:

ARTS 215(F) Sustainabuilding (verb)
Sustainability considerations figure prominently (and always have) in good building design. This architectural design studio will include instruction, research, and reading about current design and energy strategies. These lessons will be applied in two or more design problems. Drawings and models will be critiqued in class reviews with outside critics.

Requirements/Evaluation:
based on quality of design and presentation
Prerequisites: none but ARTS 220 and/or ENVI 108 are recommended; permission of instructor is required; preregistration does not guarantee admission to the course
Enrollment Limit: 12
Expected Class Size: 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements:
Class Format: studio
class discussion and critiques
Distributional Requirements:

ARTS 220(S) Architectural Design I
Instruction in design with an introduction to architectural theory. Five simple design problems will explore form and meaning in architecture. Each problem will require drawings/model and will be critiqued in a class review with outside critics.

Requirements/Evaluation:
evaluation will be based on quality of design, with improvement taken into account
Prerequisites: ARTS 100, ARTH 101-102 strongly suggested; permission of instructor is required; registration does not guarantee admission to the course
Enrollment Limit: 15
Expected Class Size: 15
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements:
Class Format: studio
class discussion and critiques
Distributional Requirements:

ARTS 221T Scenic Design and Experimental Performance
Crosslistings: THEA 302/ARTS 221
The artistic, intellectual, and practical roles of a set designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater. In contemporary experimental theater designers are essential parts of the ensemble, contributing equally to devised work alongside directors, writers, performers and dramaturgs. Design is not viewed as a response to the script, but rather an initial condition: a world whose creation describes the limits of the play while also providing the necessary components for that play to exist. In this way the act of devising and the act of designing can be seen as inextricably entwined—even interchangeable.
This course explores a range of techniques and methodologies utilized to create stage environments in traditional and experimental modes. Grounded in textual analysis and research, and emphasizing process, critique, and revision, we will create theoretical stage designs in response to a variety of performance texts. These may include plays, musicals, operas, physical- and dance-theater, and other work that is deeply grounded in the physicality of performer, spectator and performance environment. Emphasis will be on sketching and model-making as the primary means for developing and communicating design ideas Drafting and digital tools will also be factors in course work, which will include training and mentorship in all materials and craft.

Requirements/Evaluation:
evaluation will be based on committed class participation in discussion and critique, as well as thoughtful, timely completion of all assignments and projects
Extra Info: may not be taken on a pass/fail basis
Prerequisites: THEA 201 or permission of instructor
Enrollment Preferences: Theatre and Art majors
Enrollment Limit: TBD
Expected Class Size: 10
Dept. Notes: this course does not count toward the Art major
Materials/Lab Fee: lab fee of $125 will be added to the student's term bill
Distributional Requirements:
Class Format: studio
class discussion and critiques
Distributional Requirements:

ARTS 230(S) Drawing II
This advanced drawing course will continue to investigate the techniques and ideas which were introduced in the Drawing I course. Having become more familiar with the drawing process, students will be encouraged through intensive weekly assignments to expand and challenge the conventions of markmaking. As with any discipline, familiarity with the rules allows the users to seek alternatives and develop definitions of how the drawing process can best be suited to their own visual vocabulary. The range of exercises could include traditional materials on paper as well as non-traditional methods and exercises.

Requirements/Evaluation:
evaluation will be based on the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTS 100
Enrollment Preferences: ARTS majors, ARTH majors
Enrollment Limit: TBD
Expected Class Size: TBD
Materials/Lab Fee: TBD
Distributional Requirements:
Class Format: studio
class discussion and critiques
Distributional Requirements:
ARTS 241 Painting
This is a beginning course focused on the development of sound working methods for oil painting. In addition, the course begins the study of the relationship between formal and technical choices in painting and the resulting expressive content of the work. The primary course activities will be exercises in painting, technical demonstrations, and critiques. Assigned work for the class will consist of paintings to be done almost entirely outside of class meetings, requiring a commitment of at least eight hours of work each week outside of class times.

Class Format: studio
Requirements/Evaluation: based largely on fulfillment of objectives, primarily technical, for each of the assigned work, some consideration will be given to attendance and to participation in critique
Prerequisites: ARTS 100
Enrollment Preferences: majors, sophomores, juniors, seniors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1

Not Offered Academic Year 2017
STU Instructor: Steven Levin

ARTS 241 Acrylic Painting
In this course, we will explore the options that painting with acrylic can offer. The class will focus on developing necessary technical skills, such as the manipulation of color, value, form, and texture. We will also consider issues of content in a diverse range of approaches, including painting from life (still life and portraits), abstraction, and some mixed media. The particular characteristics of acrylic paint will be explored in a variety of processes. There will be visits to the museum, critiques, and slide presentations.

Class Format: studio
Requirements/Evaluation: evaluation will be based on the quality of work, investment of time, participation in critiques, and attendance
Prerequisites: ARTS 100
Enrollment Preferences: Art majors
Enrollment Limit: 14
Expected Class Size: 14
Materials/Lab Fee: lab fee TBD will be added to student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2017
STU Instructor: Barbara Takenaga

ARTS 241(F) Painting
The variables of oil painting are so numerous that the permutations are endless. As an introduction to basic variables like color, brushwork, surface, form and light, this course is the beginning of what may be a life long, creative process. As an introduction to basic variables like color, brushwork, surface, and texture. We will also examine the conceptual and scientific bases for how we perceive the world around us. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiar and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film.

Class Format: workshop
Requirements/Evaluation: weekly assignments
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTS 100; ARTS 230 recommended
Enrollment Preferences: majors, sophomores, juniors, seniors
Enrollment Limit: 15
Expected Class Size: 15
Materials/Lab Fee: a lab fee of approximately $375 to be added to the student's term bill
Distributional Requirements: Division 1

Fall 2016
STU Section: 01 M 11:00 AM 12:15 PM M 01:10 PM 03:50 PM Instructor: Michael Glier

ARTS 241(S) Introduction to Oil Painting
This course is designed to introduce the fundamentals of oil painting. A significant portion of class time will be devoted to learning some of the basics of painting, such as the manipulation of color, value, surface, and texture. We will learn to prepare paper, canvas, and board supports as well as exploring the properties of several mediums (what the paint is mixed with to allow for application and drying). This course is focused on giving students access to a range of introductory techniques that they can explore during the semester. We will also spend time looking at each other's work and giving feedback and suggestions as well as studying the work of established artists. Evaluation will be based on evidence of each student's progress, as shown by the weekly assignments; attendance and participation in class discussions.

Class Format: studio
Requirements/Evaluation: based on evidence of each student's progress, as shown by the weekly assignments; attendance and participation in class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: Arts 100
Enrollment Preferences: Art majors, sophomores
Enrollment Limit: 14
Expected Class Size: 14
Materials/Lab Fee: yes
Distributional Requirements: Division 1

Spring 2017
STU Section: 01 T 09:00 AM 11:50 AM Instructor: Laylah Ali

ARTS 250 Devised Performance Studio
Crosslistings: THEA 350/ARTS 250
This course offers students a hands-on experience of devising new performance work as an ensemble. Through an examination of innovative, non-traditional models for performance creation used by contemporary theater and art collectives (including Théâtre du Soleil, Complicite, Nature Theatre of Oklahoma, Elevator Repair Service, Big Art Group, The Civilians, The T.E.A.M., and National Theatre of the United States of America), this class will form its own unique structure for developing and producing a new theatrical performance. A major emphasis of the course will be on experiential education, which provides an invaluable opportunity to encounter firsthand the highly complex relationships present in collaborative creation. The course will also include guest classes with practitioners from the profession and other members of the Departments of Theater, Music, and Art, who can provide a fuller range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will provide opportunities to receive feedback from small, invited audiences, as well as the opportunity to learn how to process and apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.

Class Format: studio
Requirements/Evaluation: participation, indiv. presentations, contribution to group work, self-evaluation
Extra Info: students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece
Prerequisites: none
Enrollment Preferences: the instructors will balance the course by level of prior theatrical experience
Enrollment Limit: 14
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017
STU Instructor: David Gucray-Morris

ARTS 252 The Human Image: Photographing People and Their Stories
Crosslistings: INTR 252/ARTS 252
The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiar and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film.

Class Format: studio/lecture
Requirements/Evaluation: students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester
Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required
Enrollment Preferences: portfolio review; permission of the instructor
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distribution Notes: meets Division 1 requirement if registration is under INTR
Distributional Requirements: Division 1
Other Attributes: FMST Related Courses

Not Offered Academic Year 2017
STU Instructor: Barry Goldstein

ARTS 253(S) Film Photography
Taught in the context of the art dept, the primary purpose of the course is to help students find an individual vision. An Introduction to B/W, still, film photography using both 35mm SLR cameras and 4x5 view cameras, provided
by the art department. Students will learn how to process film and make silver prints. The assignments will guide students through the ideas and aesthetics related to these particular cameras, primarily in the 19th and 20th centuries. Some thought and discussion of what role, if any, film photography has in the 21st century, after the advent of digital. Meant as a companion course to Arts 254, (Digital Photography) the assignments in this course will allow students to engage with the aspects of photography which are best done with film and silver printing. Substantial amounts of work will be done outside of class, and in the Spencer Art darkroom.

Class Format: studio

Requirements/Evaluation: based primarily on the quality of the photographic portfolio produced. Technical & conceptual sophistication, demonstrated comprehension of the ideas contained in the assignments, and individual progress will determine the final grade

Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1

Other Attributes: FMST Related Courses

ARTS 254 Digital Photography

Cell phones and scanners, along with Digital SLR cameras, will be used as image capture devices. Instruction in Photoshop software on the Macintosh platform and printing on a variety of digital media will be taught. Assignments will investigate the influence of these digital technologies on art photography. Meant as a companion course to Arts 253, Film Photography* the assignments in this course will allow students to engage with the aspects of photography which are best achieved digitally. Substantial amounts of work will be done outside of class, in the Mac lab in Jesup and in the digital printing lab in Spencer Art. With the exception of camera phones, the college will provide all other equipment necessary to complete coursework.

Class Format: studio

Requirements/Evaluation: based primarily on the quality of the photographic portfolio produced. Technical and conceptual sophistication, as demonstrated by the comprehension of the ideas contained in the assignments, as well as individual progress will determine the final grade

Extra Info: students need NOT take both Arts 253 and 254

Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1

Other Attributes: FMST Related Courses

ARTS 263(F) Printmaking: Intaglio and Relief

An introduction to printmaking through the process of intaglio and relief. Techniques will include drypoint, etching, and solar plates. Monotypes, some color work, collage, and hand tinting will also be covered. Both technical skill and a strong conceptual basis will be emphasized in order to create finished fine art prints. Experimentation is encouraged. Class time will consist of studio work, demonstrations, lectures, critiques, and field trips.

Class Format: studio

Requirements/Evaluation: evaluation will be based on attendance, participation in class, and the quality of work produced

Prerequisites: ARTS 100 or ARTS 103
Enrollment Limit: 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributional Requirements: Division 1

Fall 2016

STU Section: 01  Location: 115  Time: 09:55 AM 12:35 PM  Instructor: Aida Laliean

ARTS 264 Printmaking: Lithography

An introduction to printmaking through the process of lithography. Students will work on both stones and aluminum plates. Techniques will include traditional lithographic processes as well as monotyping, multiple plates, collage, and hand tinting. Both technical skill and a strong conceptual basis will be emphasized in order to create good, finished, fine art prints.

Class Format: studio work, demonstrations, lectures, critiques, and field trips

Requirements/Evaluation: evaluation will be based on attendance, participation in class, and the quality of work produced

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ARTS 100
Enrollment Limit: 12
Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributional Requirements: Division 1

Not Offered Academic Year 2017

ARTS 266 Low Tech Printmaking

This course will cover a variety of easy techniques to make multiple images, including xeroxing, linoleum plates, stenciling, collagraphics, and monotyping. Students will be encouraged to hand-color or add to the prints, incorporating drawing, painting, photography, bookmaking and collage. With less emphasis on complicated techniques, the focus of the course will be more upon form and content, investigating how the reproduction and serial nature of printmaking has an impact upon artmaking. There will be a minimum of five assignments during the semester and students are expected to work substantial hours outside of class.

Class Format: studio

Requirements/Evaluation: evaluation will be based primarily on the quality of the finished work, as well as attendance in class and participation in critiques

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ARTS 100
Enrollment Preferences: Art majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1

Stu Instructor: Barbara Takenaga

ARTS 267T Artists' Books

To celebrate Williams' year-long initiative of the "Book Unbound," Artists' Books (normally ARTS 364) will be offered as a 200 level tutorial for the first time. This course will investigate the processes and ideas associated with the making of works that are fine art books/objects, generally using visual images and text. Projects could include visual diaries, tri-dimensional pop-up books, solely visual narratives, literary text/image collaborations, animated "flip" books, or sculptural books. Media options include painting, drawing, etching, lithography, relief printing, and photography as well as bookbinding techniques (from sewn bindings to boxes). As a tutorial, this course is designed to support individual directions, to stress student participation and responsibility for learning, and to examine different points of view. Students will meet in small groups for critique of individual projects—in the tutorial format—students are expected to give 20 minute presentations about their work and to respond to questions and criticism. Students will also meet once a week as a group for demonstrations, lectures, and discussion of readings.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on student participation and the conceptual and technical quality of the work

Extra Info: may not be taken on a pass/fail basis

Prerequisites: any one of the following: ARTS 230, 241, 242, 257, 263, 264, or 266
Enrollment Preferences: Art majors
Enrollment Limit: 9
Materials/Lab Fee: lab fee TBD will be added to the student's term bill

Distributional Requirements: Division 1

Not Offered Academic Year 2017

STU Instructor: Barbara Takenaga

ARTS 273(F) Sound Art, Public Music

Crosslistings: MUS 175/ARTS 273

Western music performance traditionally occurs within contained spaces in which "performer" and "audience" adhere to designated locations and follow tacit scripts: seats/stage, applause/bows, etc. In recent years, traditional boundaries and scripts of performance and reception have moved into public spaces—from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course studies the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Trimpin, Brian Eno and Gregory Whitehead, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of site-specific works on and around the Williams campus.

Class Format: seminar

Requirements/Evaluation: class participation, three short (2-4 page) essays, a response journal and the creation of four public music works

Prerequisites: none
Enrollment Preferences: juniors and seniors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1

Fall 2016

SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: Brad Wells

ARTS 274 Chinese Calligraphy: Theory and Practice

Crosslistings: ARTH 274/ASST 274/ARTS 274

Beginning in the fourth century, Chinese calligraphy has remained one of the highest art forms in China and in East Asia generally, practiced by the literati, or highly erudite scholars. This course has two components: art history and studio practice. The first offers students an opportunity to acquire an understanding of the theoretical and aesthetic principles of Chinese calligraphy. It also examines the religious, social, and political functions of Chinese calligraphy in ancient and contemporary China. Students will also have an
opportunity to investigate contemporary artists, both Eastern and Western, whose works are either inspired or influenced by Chinese calligraphy, and whose works are akin to Chinese calligraphy in their abstraction. Studio practice allows students to apply theories to creating beautiful writing, or calligraphy (from Greek kallos "beauty" + graphe "writing"). This course can be taken as either an Art History or a Studio Art course.

**Class Format:** lecture/studio instruction

**Requirements/Evaluation:** weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening

**Prerequisites:** none

**Enrollment Limit:** 12

**Dept. Notes:** this course can count toward the Art History or Studio major

**Materials/Lab Fee:** lab fee TBD will be added to the student's term bill

**Distribution Notes:** meets Division 1 requirement if registration is under Art History Studio Electives

**Fall 2016**

LEC Section: Cancelled  Instructor: Ju-Yu Jang

**ARTS 275(F,S) Introduction to Sculpture**

This course is an introduction to the media and processes of sculpture. The focus will be on the development of technical and analytical skills as they relate to the interplay of form, content, and materials. This section will introduce students to a variety of techniques and processes associated with the making of sculpture, including, but not limited to, woodworking and welding. Sculpture encompasses a broad scope of approaches and materials, therefore a wide variety of media exploration is encouraged and expected. This course is structured on a series of sculpture projects, which investigate formal and conceptual practices, with the ultimate goal being visual fluency and successful expression of ideas. A substantial amount of time outside of class is expected to complete these projects.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based on the quality of work produced, depth and quality of the investigative process, participation in critiques, and attendance

**Prerequisites:** any ARTS 100 class

**Enrollment Limit:** 12

**Materials/Lab Fee:** lab fee TBD will be added to the student's term bill

**Distribution Requirements:**

Division 1

**Fall 2016**

STU Section: 01  T 01:10 PM 03:50 PM  Instructor: Amy Podmore

**ARTS 284(S) Writing for Film, Video, and Performance (W)**

Crosslistings: ARTS 284/TheA 284

This is a writing workshop for all time-based artists. We will study the use of language in a variety of kinds of film, video, and performance-based artworks. We will study examples in avant-garde film, video art, performance art, essay films, and explore the use of language and syntax of these forms in relation to, and in contrast with, popular cultural forms. The second half of the course will focus primarily on narrative screenwriting. The main goal of this course is to identify and generate a thematic, tonal, and narrative sensibility that is specific to each student. Students will create monologues, voiceovers, screenplays and short video anecdotes, and will also write several response papers about the use of language in film, video, and performance.

**Class Format:** studio

**Requirements/Evaluation:** grades will be based on in-class writing, weekly assignments, participation in workshop discussion and critiques, and video-sketches that visually demonstrate ideas generated through writing

**Enrollment Preferences:** students will be asked for writing samples

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distribution Requirements:**

Division 1

**Writing Intensive**

**Other Attributes:** FMST Core Courses

**Not Offered Academic Year 2017**

**SEM  Instructor:** Liza Johnson

**ARTS 319(F) Junior Seminar**

The objectives of this intensive seminar for studio majors are, through weekly studio projects, to strengthen both creative and technical skills as well as analytic, technical, and critical abilities.

**Class Format:** seminar and studio workshop

**Requirements/Evaluation:** evaluation will be based on the quality of work produced, participation in class discussions and critiques, successful completion of all studio projects, and attendance

**Prerequisites:** three studio courses required for the major, including at least two which are 200 level or higher, or permission of instructor

**Enrollment Preferences:** enrollment is limited to studio art majors (or permission of instructor)
ARTS 322T The Empowered Object
The development of "found object" in the language of art has played a significant role in constructing meaning in the consciousness of the twenty-first century. This tutorial will have students explore that tradition further through their own creative endeavors. They will be asked to add to the lineage of art that uses "found objects" in a creative and meaningful way. They will have the freedom to choose which medium will convey their ideas most effectively. They include, but are not limited to: sculpture, painting, drawing, photography, printmaking and video. For example, within the investigation of the "found object," projects could include: still life painting with a focus on the objects, 2-dimensional work depicting or incorporating real objects, collage, assemblage, etc. The "found object" in art will be examined through: art practice, readings and presentations. As a tutorial, the course is designed to meet individual needs and to stress student participation and responsibility for learning. Students will meet weekly with a peer and the professor to review work.
Class Format: tutorial
Requirements/Evaluation: evaluation is based on the conceptual and technical quality of the work, as well as the level of participation in the tutorial meetings
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any 200-level art course in the area that you are planning to work that is housed solely in the studio wing of the art department
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2017
TUT Instructor: Amy Podmore

ARTS 324 The Documentary Photography Project
Crosslistings: ARTS 324/INTR 324
While every image documents something, the field of documentary photography traditionally uses still images to relate a story about the events and people that shape our world. Students will learn skills required to produce a coherent visual narrative. Technical aspects of image acquisition that are particularly useful in conveying information will be reviewed, including manipulation of exposure controls, wide angle composition, and location lighting. Conceptual topics will include myths about "truth" and "objectivity" in photography, and the responsibilities of the documentarian to his/her subjects. Students will practice different types of documentation, and consider techniques for approaching, photographing and interviewing subjects. The practical aspects of developing a story, gaining access, working in unfamiliar environments and editing both individual images and series will be examined. Students will work throughout the semester on planning and executing a documentary project, culminating in an exhibition of their work and production of a print-on-demand book. Acceptance into the class requires strong technical competence, and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.
Class Format: studio
Requirements/Evaluation: class attendance is mandatory; participation in class discussion and critiques 20%; aesthetic and technical strengths of shooting exercises 20%; aesthetic and technical strength of final project 60%
Prerequisites: ARTS/INTR 252 and permission of instructor
Enrollment Preferences: base on portfolio review
Enrollment Limit: 8
Expected Class Size: 8
Materials/Lab Fee: $200
Distribution Notes: meets Division 1 requirement if registration is under ARTS; meets Division 2 requirement if registration is under INTR
Distributional Requirements: Division 1
Other Attributes: FMST Related Courses

Not Offered Academic Year 2017
STU Instructor: Barry Goldstein

ARTS 326(F) Advanced Photography
This course is designed for students ready to pursue in-depth and advanced personal projects in photography. Emphasis will be placed on developing a body of work that reflects personal vision and investigation. In addition to photographic work, students will be asked to examine and discuss the work of contemporary artists who use photography on a weekly basis. Regular assignments will ask students to delve deeper into the technical and theoretical underpinnings of photography. The second half of the semester will be devoted to the development of an individual project that culminates in a final portfolio of photographs.
Class Format: studio

Requirements/Evaluation: evaluation will be based on short written assignments, multiple photographic assignments, and a final portfolio project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTS 206, ARTS 207, ARTS 303, or by Portfolio Review
Enrollment Preferences: if overenrolled, an application will be required
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: $175, subject to change
Distributional Requirements: Division 1
Other Attributes: FMST Related Courses

Fall 2016
STU Section: 01 M 10:10 PM 03:50 PM Instructor: Elle Perez

ARTS 329 Architectural Design II
A continuation and expansion of ideas and skills learned in Architectural Design I. There will be four to six design projects requiring drawings and models, each of which will emphasize particular aspects of architectural theory and design. Visiting critics will discuss student work. The course is useful for students thinking of applying to graduate school in architecture.
Class Format: studio, site visits, lectures, readings
Requirements/Evaluation: evaluation will be based on quality of designs during the term
Prerequisites: ARTS 220 or ARTS 215
Enrollment Limit: 15
Expected Class Size: 15
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1
Other Attributes: ENVI Humanities, Arts + Social Science Electives

Not Offered Academic Year 2017
STU Instructor: Ben Benedict

ARTS 333(S) Image/Object
This course engages with the idea of the `image object' to explore the rich intersection of photography and sculpture. Often overlooked, a photograph's materiality allows us to consider and question how photographs function as both representations and objects in society. On the other hand, sculptures and performance that alter meaning of a photograph on a weekly basis. Regular discussions that offer possibilities for considering a photograph sculpturally and a sculpture photographically. Regular critiques and lectures will offer a historical context and an overview of contemporary artists working in this intersection such as Pierre Huyghe, Liz Deschenes, Lorna Simpson, Matthew Barney, Gabriel Orozco, Vanessa Beecroft, and Amanda Ross Hoo.
Class Format: studio
Requirements/Evaluation: evaluation will be based on short written assignments, multiple assignments, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one of the following: ARTS 275, ARTS 206, ARTS 207, ARTS 303, ARTS 322 or by Portfolio Review
Enrollment Preferences: in case of over enrollment, an application will be required
Enrollment Limit: 12
Expected Class Size: 12
Materials/Lab Fee: $175, subject to change
Distributional Requirements: Division 1

Spring 2017
STU Section: 01 MR 10:10 PM 03:50 PM Instructor: Elle Perez

ARTS 3337 Narrative Strategies
Crosslistings: ARTS 333/COMP 333
In this tutorial, we will examine the use of narrative in a range of fine art practices, which could include painting, drawing, video, sculpture, installation, public art, and sound art. Students who are interested in telling or referencing stories in their work in some way will be given the opportunity to develop their ideas and skills in a challenging studio class. In addition to intensive projects, we will look at and discuss the work of artists such as Huma Bhabha, Lorna Simpson, Joe Sacco, Lydia Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Omer Fast among others. One of the aims of this course is to challenge traditional notions and expectations of narrative. For instance, what could minimally constitute a narrative piece? How does omission powerful and present in novels and short stories) change in a visual arts context?
This is a studio tutorial with an emphasis on demanding, weekly projects. Students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats. Readings and screenings will be required in addition to tutorial hours.
Class Format: studio with an emphasis on demanding, weekly projects; students will work both in mediums of their choice and be asked to
ARTS 340(S) Transparency and Opacity
Crosslistings: ARTS 340/ENGL 340
"Transparency" and "opacity" are metaphors—evoking openness and corruption, for example—and they are also material properties. In this course, students will consider transparency and opacity as formal devices alongside related tools, such as symmetry, reflectivity, reflectivity, and perspective. An intensive program of 10-week, 20-hour class will be dedicated to the study of discourses of political theory, literary criticism, psychology, architecture, and more; authors include philosopher Edouard Glissant, architectural theorist Adam Vidler, and novelist Tom McCarthy, among others. We will investigate visual artists whose work uses transparent, translucent, and opaque materials, including Marcel Duchamp, Donald Judd, Josiah McElheny, Michaelangelo Pistoletto, David Hammons, Joseph Kosuth, Paul Chan, and Demetrius Oliver. Our research will inform a sequence of demanding independent studio exercises; creative work and group critique are important components of this course. Assessable tasks include response papers, studio exercises, and a studio project.

Class Format: studio
Requirements/Evaluation: evaluation will be based on full and active participation and quality of studio work
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one 100-level ARTS course OR one 100-level ENG course OR permission of the instructor
Enrollment Preferences: Art Studio majors, English majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1

Spring 2017
STU Section: 01 R 01:10 PM 03:50 PM Instructor: Steffani Jemison
ARTS 344 Abstraction
The Clark Art Institute will open its new galleries with "Make It New", an exhibition of post-war, American abstract art. This exhibition will include 35 works by a diverse selection of artists including Jo Baer, Lynda Benglis, Sam Gilliam, Yayoi Kusama, Joanne Mitchell, Barnett Newman, Jackson Pollock, Mark Rothko and Alma Thomas. This studio workshop for intermediate and advanced drawing, painting and sculpture students will use the exhibition as a source for studying the content and design principles that define the genre. Among the concepts to be explored are color theory, field composition, gestural painting and minimalism. Weekly assignments, including an oral presentation on an artist in the Clark exhibition, will be given over the first eight weeks of class. The final four weeks will be dedicated to independent projects. Short, informal responses to weekly readings are also required.

Class Format: studio
Requirements/Evaluation: evaluation will be based on the quality of the visual projects, the oral presentation, the reading responses and the student's participation in class discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ARTS 230, or a 200-level painting class or a 200-level sculpture class, or permission of instructor
Enrollment Preferences: Studio Art majors, seniors, juniors, sophomores
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: a lab fee of approximately $275 to be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2017
STU Instructor: Michael Glier

ARTS 350(S) Subjective Documentary
This documentary film course proposes to look at how even the most seemingly objective films are shaped by a subjective eye. An eye which is molded by gender, race, class and the social structures of our communities. Just as these influence our economics and politics, they also influence the entire filmmaking process from decisions about how something is shot to how it is shot as well as how the viewer experiences and interprets what's on the screen. How we look at something, for how long we look at it and how it is contextualized carries as much meaning as the content of our films. Similarly, the subjective eye of the viewer shapes how he or she understands and relates to the film. So then, what are we really talking about when we talk about documentary films? What makes a documentary a documentary? Why is such a categorization valuable? necessary? useful? The course will consist of a series of documentary exercises to put into practice these concepts on subjectivity. Students will refine their filmmaking skills (shooting and editing) so that they can make more precise decisions about form to most effectively tell the stories they want to tell. Students will also develop critique skills by reviewing each other's projects as part of the creative process, with the goal of creating a supportive and constructive critique environment. The production aspect of the course will be supplemented with screenings and readings.

Class Format: studio
Requirements/Evaluation: Class participation and engagement documentary filmmaking assignments: craft, risk and commitment
Prerequisites: intended for students with prior video production and editing skills
Enrollment Preferences: Art majors and seniors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1

Spring 2017
STU Section: 01 TBA Instructor: Natalia Almada
ARTS 367(F) Projects: Multiples, Order, Chance
This course will explore the visual possibilities of chance and ordering systems using multiples and other media, which can include painting, printmaking, sculpture, collage, photography, drawing and more. Students will choose from the wide variety of reproductions available in contemporary culture as resource materials for projects. This could include hand-produced prints and photographs, plaster casts of objects, found images, commercial packaging, and mass-produced objects. Using these materials, students will conceive a structure for individual projects, while employing chance to subvert that plan and open up the creative process—inviting visual play, the option of failure and the risks of problem solving. This course examines the creative process as a combination of the random and the intentional, thinking visually and intuitively. For example, an assignment may be to create a game that involves 3 or more players that will produce a large scale art work using 100 recycled, mass produced items (newspapers, coffee cups, plastic spoons, etc.). Or to create a 2-d or 3-d collage of multiples produced by hand (framed drawings, editions of prints or photographs, folded paper, etc.) with a specific theme. Or to create a work produced by using one of the many Surrealists' games as in the exquisite corpse, frottage, or automatism. Related artists include El Anatsui, Sol Lewitt, Tara Donovan, Lisa Hoke, Fred Tomaselli and John Cage. There will be demonstrations, slide presentations, and on-campus field trips.

Class Format: studio
Requirements/Evaluation: evaluation will be based on student participation as well as the conceptual and technical quality of the work
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any one college level class in the following media: painting, printmaking, sculpture, drawing, photography or by permission of instructor
Enrollment Preferences: Art majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1

Fall 2016
STU Section: 01 M 01:10 PM 03:50 PM Instructor: Barbara Takenaga
ARTS 376 Sculpture Expanded
This course is designed to expand the definitions of sculpture by adding interdisciplinary solutions to the artistic ideas at hand. The class will be using a wide array of artistic practices towards developing three-dimensional spaces and emphasizing environmental or performative outcomes. Media such as video, drawing, painting, photography, architecture, as well as other artistic practices may be incorporated to create visual solutions to the projects. This is an upper level course focusing on developing one's artistic voice while simultaneously strengthening technical and analytical skills. A substantial amount of time outside of class is expected to complete these projects.

Class Format: studio
Requirements/Evaluation: evaluation will be based on the quality of work produced, depth and quality of the investigative process, participation in critiques, and attendance
Prerequisites: ARTS 275 or any 200 level course in the media that will be incorporated or permission of instructor
Enrollment Limit: 10
Materials/Lab Fee: lab fee TBD will be added to the student's term bill
Distributional Requirements: Division 1

Not Offered Academic Year 2017
STU Instructor: Amy Podmore

ARTS 385(S) The Sculptural Costume and It's Performance Potential
Crosslistings: ARTS 385/THFA 385
A team-taught art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Helio Oiticica’s Parangole, and Nick Cave’s sound-suits, there has been a rich tradition where sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities.
within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Class Format: studio
Requirements/Evaluation: evaluation will be based on the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor
Enrollment Preferences: Art and Theater majors
Enrollment Limit: 14
Expected Class Size: 12
Materials/Lab Fee: $125
Distributional Requirements: Division 1

Spring 2017
STU Section: 01 M 01:10 PM 03:50 PM Instructors: Amy Podmore, Deborah Brothers
ARTS 418(S) Senior Seminar
The course will offer a studio art major at Williams the educational opportunity to exhibit a body of work at The Williams College Museum of Art. This class helps you strengthen your skills and refine your individual goals as an artist. It encourages the use of critical analysis in the creation and evaluation of your work with the emphasis on producing a strong and coherent body of artwork for your senior exhibit.
Class Format: studio will be taught as an independent study
Requirements/Evaluation: grading includes: attendance, effort, diligent and creative investigation, attitude, participation, community responsibility, and the ability to communicate visually
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: you must be a senior Art Studio major with all requirements fulfilled by the end of this term
Enrollment Preferences: Art Studio seniors, Art majors pursuing History and Practice may have permission of the instructor to enroll
Enrollment Limit: none
Expected Class Size: 15
Materials/Lab Fee: no lab fee, students are responsible for purchasing supplies
Distributional Requirements: Division 1

Spring 2017
STU Section: 01 TBA Instructor: Amy Podmore
ARTS 497(F) Independent Study: Art Studio
With current staffing limitations, it is difficult for studio faculty to supervise more than a few very independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.
Class Format: independent study
Prerequisites: student will be accepted into an independent studio project until he/she has completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required
Distributional Requirements: Division 1

Fall 2016
IND Section: 01 TBA Instructor: Peter Low
ARTS 498(S) Independent Study: Art Studio
With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.
Class Format: independent study
Prerequisites: no student will be accepted into an independent studio project unless he/she has completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required
Distributional Requirements: Division 1

Spring 2017
IND Section: 01 TBA Instructor: Peter Low
GRADUATE COURSES IN ART HISTORY
Requirements for the Degree of Master of Arts in Art History
To qualify for the Master of Arts degree in art history, candidates complete a minimum of twelve courses for graduate credit plus two winter study periods, the latter comprising an international Study Trip in the first year (normally in January) (ARTH 51) and preparation of a Draft Qualifying Paper in the second (ARTH 52). Students must also demonstrate reading proficiency in two foreign languages, one of them German, for more specific information on the language requirements, see below, after the listing for ARTH 597/598). At the end of the second year, all students present a shortened version of the Qualifying Paper in the annual Graduate Symposium.

At least eight of the twelve courses must be graduate seminars. Included among them are four required of all students: ARTH 504, "Methods of Art History," to be taken during the first semester; ARTH 506, "Graduate Art History Writing Workshop" and ARTH 507, "Object Workshop," to be taken in the second; and ARTH 509, "Graduate Student Symposium," to be taken in the fourth.

Students must also fulfill a distribution requirement by undertaking coursework in three of six areas:
- East Asian, Indian, Islamic art
- Ancient Near Eastern, Egyptian, Greek, and Roman art
- Early Christian, Byzantine, and Western Medieval art to 1400
- Western art, 1780 to present
- Arts of Africa, Oceania, and the Americas (Pre-Hispanic or Native American cultures)

Students may petition the Director to apply a thematic or non-period specific course toward the distribution requirement by demonstrating substantial work in an appropriate area.

Undergraduate Courses and Private Tutorials
With permission from the Director and the individual instructors, students may take up to four undergraduate courses for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars.

Students submit the topic of the Qualifying Paper in writing to the Director by the final day of exams of their third semester. Before this, students must obtain their original faculty supervisor’s agreement to be engaged in the Qualifying Paper process.

On the first Friday of their fourth semester, students submit drafts of their Qualifying Paper, including illustrations, to three faculty readers (generally the original faculty supervisor, the Director, and the Post-Doctoral Teaching Fellow). Although a draft, this version of the paper should be brought to a high level of completion.

Students and their readers meet together to discuss the drafts. Within six weeks of these discussions (at a date determined by the Director), students submit their Qualifying Papers. Qualifying Papers should not exceed 8,000 words, including footnotes and bibliography.

The Graduate Symposium
All second-year students speak in the Symposium, presenting 20-minute talks developed from their Qualifying Papers. Each student has an ad hoc committee to give advice in preparing these presentations (ad hoc committees are not limited to, the Director, one additional faculty mentor, one first-year graduate student, and one second-year graduate student). Preparations include at least three practice sessions for each student. Speakers present the first and third of these run-throughs to the ad hoc committee, the second to the other second-year students in a workshop scheduled by the Director.

Grades and Academic Standing
The Program uses the following grading system:

A+ = truly exceptional (4.33)
A    = outstanding (4.00)
A-   = excellent (3.67)
B+   = good (3.33)
B    = satisfactory (3.00)
B-   = barely adequate (2.67)
C    = inadequate (2.00)
D    = failing (0)

Courses in which students receive a grade below B do not receive graduate credit.

Letter grades are used in all seminars except ARTH 507 and 509. These and the Winter Study courses (ARTH 51 and 52) are Pass/Fail. Grades in language courses are converted to Pass/Fail on the Williams transcript and are not calculated in the GPA. The Director reviews students’ records at the end of the first year; those with GPAs of 3.00 or lower may be asked to resign from the Program.

Course instructors set the deadlines for coursework. If students seek and receive extensions that result in semester grades ofIncomplete, they must hand in their work by the instructor’s revised deadline, which will be no later than the second Monday of the next semester’s classes. Extensions beyond that date will be solely at the discretion of the Director (in consultation with the instructor).

Students who resign from the Program may, after a period of at least one year, petition to the Director for re-admission. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study without further interruption.
The M.A. requirements are designed for completion in two consecutive academic years in residence. There is no credit for coursework done prior to matriculation in the Program. The Program is full-time, requires students to live in Williamstown or its vicinity, and does not normally admit students on a part-time basis.

Language Courses

Incoming students’ language preparation is assessed through exams administered at the outset of the semester. In French and German, scores attained on SAT II reading examinations determine placement within the two-semester French/three-semester German sequence. If students attain a minimum score of 700 on the placement exam, they are exempted from further coursework in that language. With a score between 500 and 700, they are placed into the graduate course of readings in art history, French 512 or German 513. With a score below 500, they enroll in the appropriate introductory course (French 511 or German 511/512). In the case of a second language other than French, arrangements will be made on an individual basis.

Returning students who have completed or passed out of GER 512 may, with the prior approval of the Director and consultation with German language faculty, satisfy the requirement of GER 513 by one of two alternative means: earning at least a B-, or the equivalent, in a pre-approved intensive German-language summer course; or, through self-study, perhaps augmented by a less-rigorous summer course, successfully passing a translation exam administered by the German faculty at the beginning of their second fall semester.

ARTH 500(F) MEdIEval MEDitteranean: Artistic interactions across water Crosslistings: ARTH 500/ARTH 400

The constant contacts, in peace and war times, between the Latin West and the world of Islam, especially during the Middle Ages, formed and shaped the identities of both Christian and Muslim worlds. Moreover, these cultural clashes and artistic exchanges seemed on the one hand to consolidate identities and maintain barriers of differences but on the other hand to contribute to dynamic aesthetic conversations, enriching the visual cultures of both. In several moments in history, which, sometimes, can hardly be defined as convivencia, a new amalgamated aesthetic language was born. Trade with luxury goods and even the sacking of works of art ‘sponsored’ and enhances visual dialogues between different religious cultures of the Mediterranean. In this seminar the routes and the champions of these exchange moments are discerned. The Mediterranean basin (between 800 to 1500 AD) is in focus. The mobile world around the shores of the Mediterranean Sea—from the far west district of Andalus and the city of Cordoba to the near Eastern metropolises of Cairo and Damascus—will be highlighted. Port cities such as Salerno, Amalfi, Genua, Mahdiyya, Venice, Palermo and Acre will be jointly discussed in order to draw a full and complete picture of the particular medieval art, which developed across the Mediterranean basin.

Enrollment Preferences: places for 8 undergraduates and 8 graduate students assured

Enrollment Limit: 16

Distributional Requirements:

Division 1

Fall 2016

SEM Section: 01  R 01:10 PM 03:50 PM  Instructor: Avinoam Shalem

ARTH 500(S) CVPS: Jerusalem: The Making of the Holy Crosslistings: ARTH 500/ARTH 400

What are the reasons for declaring a particular space holy? How are the borders of this holy space defined? What practices and rituals are employed in holy spaces? Can the sanctity of the holy be transferred? The city of Jerusalem is the case study through which these questions will be critically examined. The city, sacred to three monotheistic religions, has been made and remade throughout history as a sacred space to Judaism, Christianity and Islam. The course will examine Jerusalem’s changing architectural program over circa one thousand years, as well as its representation in images and texts from Jewish, Christian and Muslim sources. The main focus will be the Haram al-Sharif, the temple mount in Jerusalem as well as other spaces in the old city of Jerusalem and its vicinity, in which further sacred spaces were built and designed for pilgrims. Aspects of different rituals and even oral traditions will be brought into discussion to illustrate the varied methods and politics of the space and the continuous contestations over Jerusalem’s sacredness up to the present day. At the same time, modern, mainly nationalist, methods for reconstructing past narratives for Jerusalem will be critically discussed, focusing mainly on archaeology, urban architectural developments and museum display

Class Format: seminar

Enrollment Preferences: places for 8 undergraduates and 8 graduate students assured

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:

Division 1

Spring 2017

SEM Section: 01  T 01:10 PM 03:50 PM  Instructor: Michael Conforti

ARTH 502 History, Theory, and Techniques of Printmaking

This course will consider the history of prints in Europe and America from the fifteenth century through the 1920s. Focusing primarily on the holdings of the Clark, classes will be held in the new Manton Study Center for Works on Paper where students will view original works of art. Equal emphasis will be placed on primary literature, theoretical texts, and a careful understanding of printmaking processes. Media to be investigated include, among others, 15th-century woodcuts by Albrecht Dürer, drypoints by Rembrandt van Rijn, engravings by Henri de Breton and Louis-Emmanuel Debucourt, aquatints by Francesco Goya, lithographs by Edouard Manet, etchings by James McNeill Whistler, photo- mechanical processes like photogravure by artist Alfred Stieglitz, and color woodcuts by the German Expressionists. The rise and fall of various processes and practitioners will be explored from a socio-historical perspective, considering market, taste, and changing exhibition strategies. Additionally, consideration will be given to the status of the printmaker over the centuries as their roles shifted from professional to amateur and back again.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on involved class participation, several short presentations, one short paper, and a final paper of approx. 20 pages

Extra Info: may not be taken on a pass/fail basis

Enrollment Preferences: Graduate Program students and then to Art History majors

Enrollment Limit: 14

Expected Class Size: 14

Distributional Requirements:

Division 1

Not Offered Academic Year 2017

SEM  Instructor: Jay Clarke

ARTH 504(F) Methods of Art History and Criticism

This seminar concentrates on critical approaches to art, culture, and history. Our focus will be on various writings that have engaged theories of representation, vision, objecthood and materiality for more than five centuries.

Class Format: seminar

Requirements/Evaluation: each student will write one short midterm paper and a longer concluding essay, as well as present a couple of the readings to the class

Extra Info: may not be taken on a pass/fail basis

Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art

Enrollment Limit: 14

Distributional Requirements:

Division 1

Fall 2016

SEM Section: 01  T 01:10 PM 03:50 PM  Instructor: Christopher Heuer

ARTH 505 Shades of Plato’s Cave: Image, Screen, and Spectacle Crosslistings: PSCI 374/COMP 374/ARTH 505

In Book VII of the Republic, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Socrates believes the presentation of this most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the Republic’s cave and other key Platonic discussions of appearances, visual
representation, and (literal and metaphoric) seeing, asking how Plato's approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—read both for their resonances with and departures from debates over the Platonic legacy—and case studies in the phenomenon of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Deleuze, Friedberg, Goldsby, Josellit, Mitchell, Nightingale, Rodowick, Rorty, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave's considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as The Matrix.

Class Format: seminar
Requirements/Evaluation: regular group posts and three 7- to 8-page essays or one 20-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor
Enrollment Preferences: majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history
Enrollment Limit: 19
Expected Class Size: 12
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP or ARTH

ARTH 506(S) An Expository Writing Workshop
A common and depressing consequence of too much education is how our writing tends to devolve, as the task of saying what we mean is complicated by new anxieties: trying to impress our potential employers, intimidate our competition, claim our place in an intellectual community, and generally avoid looking like fools. In many professions, bad prose tends to proliferate like some disgusting disease, as scholars, trying above all to avoid mistakes, become tentative, obscurantist, addicted to jargon, and desperate to imitate other bad writers. In this course we will try to relearn the basic skills of effective communication and adapt them to new and complicated purposes. In class we will go over weekly or bi-weekly writing assignments, but we will also look at the essays you are writing for your other courses, to give them an outward form that will best display their inner brainsiness. Among other things, I am a fiction writer, and part of my intention is to borrow the techniques of storytelling to dramatize your ideas successfully.

Class Format: seminar
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art
Enrollment Limit: 14
Distributional Requirements: Division 1

Spring 2017
SEM Section: 01 M 01:10 PM 03:50 PM Instructor: Paul Park

ARTH 507(F,S) Object Workshop
Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

Class Format: seminar
Requirements/Evaluation: participation
Prerequisites: none
Enrollment Preferences: limited to and required of first-year students in the Graduate Program in the History of Art
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 Cancelled

Spring 2017
SEM Section: 01 Cancelled

ARTH 508(S) Art and Conservation: An Inquiry into History, Methods, and Materials
This course is designed to acquaint students with observation and examination techniques for works of art, artifacts, and decorative arts objects; give them an understanding of the history of artist materials and methods; and familiarize them with the ethics and procedures of conservation. This is not a conservation training course but is structured to provide a broader awareness for those who are planning careers involving work with cultural objects. Sessions will be held at the Williamstown Art Conservation Center, Williams College, the Clark Art Institute, and the Governor Nelson A. Rockefeller Empire State Plaza Art Collection in Albany. Examination questions may be formulated from exhibitions at these locations. Six exams will be given. Exam scores will be weighted in proportion to the number of sessions covered by the exam (e.g., the paintings exam, derived from six sessions of the course, will count as 25% of the final grade).

Class Format: slide presentations, lectures, gallery talks, hands-on opportunities, and examinations, and group discussions
Requirements/Evaluation: attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam
Enrollment Preferences: Graduate Program students, then students in art history or studio art
Enrollment Limit: 14
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses

Spring 2017
SEM Section: 01 MR 06:30 PM 08:30 PM Instructor: Thomas Branchick

ARTH 527 Acquiring Art: Selecting and Purchasing Objects For WCMA
This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

Class Format: symposium
Requirements/Evaluation: each student will present three practice runs and a final oral presentation at the symposium
Prerequisites: successful completion and acceptance of the Qualifying Paper
Dept. Notes: limited to and required of second-year students in the Graduate Program in the History of Art
Distributional Requirements: Division 1

Spring 2017
SEM Section: 01 TBA Instructor: Marc Gottlieb

ARTH 528(S) Icons
Crosslistings: ARTH 327/ECON 227/ARTH 527
How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss the rationale for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, or promote of the project, these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

Class Format: seminar
Requirements/Evaluation: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategies for identification, acquisition and evaluation of objects.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: seniors majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON
Distributional Requirements: Division 1

ARTH 528(S) Icons
Crosslistings: ARTH 428/ARTH 528
This seminar will explore the appearance and use of icons, the sacred images of the early Christian church, between the first century and the eighth century. Materials include panel paintings, ivories and mosaics. The goal of the inquiry is to examine the survival corpus of icons (about 75), consider how they functioned and the ways in which the artists who created them manipulated such formal elements as line, color and composition to create an image of the sacred.

Class Format: seminar
Requirements/Evaluation: preparation of readings, class participation, research paper (c. 20 pages), seminar report (c. 30 minutes)
about their various processes of transformation? How did changing philosophies and concepts of matter alter the concept of the artwork, particularly in globally-connected North Europe? What role (if any) was played by rediscovered antique texts about matter (Lucretius, etc.)? This seminar pivots on two questions: first, how did Renaissance artists and audiences understand the material constituents of their craft? And second, can we imagine an art-history of material today outside a rubric of blunt materialism? Material art history shouldn’t mean shucking hermeneutics or criticality. After all, going back to Heraklitos, what could be more "philosophical" than matter itself?

At the same time, the "scientific" scrutiny of artworks — using X-rays, infrared scanning, radiographic photography, chemical analyses, and dendrochronology — has long been a particular fetish of the study of Northern Renaissance art. The insights onto the artistic process these methods offer are indisputable. Yet aside from verifying (or undermining) claims to age, authorship, or condition of old artworks, it remains extremely unclear to many scholars what motives scientific examination — in many respects a solution without a clear problem — are addressing. Worse, such investigations often seem like advocacy for inferences of artistic intention — a concept viewed with skepticism by many historians today. Theorist’s "return to the object" turn in art history (a maneuver, since the 1980s, often rooted in Northern artworks) has showed possibilities, but also limitations. Durability — the reigning dictate of many lane-objects — poses specific challenges to narratives privileging stories of rupture.

Topics include: alchemy, the studio, early atomistic theories, restoration, authenticity, fakura, and "science."

Class Format: seminar
Requirements/Evaluation: active participation, short presentations; final paper
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Christopher Heuer

ARTH 551 Winslow Homer

In this seminar we will explore the life and art of Winslow Homer (1836-1910). Paintings, prints, watercolors, and photographs in the collection of the Clark and the Williams College Museum of Art will focus our discussions and provide the basis for understanding Homer’s art-making and his place within the art-culture of his day. A consideration of his subjects will necessarily intersect with many of the nation’s most pressing issues during his era: the Civil War and Reconstruction; the rise of middleclass leisure; the relation of art to the environment.

Class Format: seminar
Requirements/Evaluation: class discussion, weekly précis of the readings, two short papers, an oral presentation (and response to someone else’s), and a final research paper (20-25 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: Graduate Program students and then to senior Art History majors
Enrollment Limit: 14
Expected Class Size: 8-12
Dept. Notes: satisfies the seminar requirement for the undergraduate Art History major
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Marc Simpson

ARTH 552 The Enemies of Impressionism, 1870-1900

Crosslistings: ARTH 552/ARTH 404

This class explores French and European painting and sculpture of the last quarter of the nineteenth-century, particularly the work of artists once famous in their day but whose reputations collapsed with the rise of Impressionism and Modernism. Attention to aesthetic theory, pictorial narrative, and the formation of artistic taste. Artists include Gerome, Bouguereau, and Alma-Tadema.

Class Format: seminar
Requirements/Evaluation: readings and research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: none
Enrollment Limit: 14
Expected Class Size: 12
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Marc Gottlieb

ARTH 554(S) The Matrix and the Market: Printmaking and Photography in the Nineteenth Century

In the last half of the 19th century, technical, commercial, and aesthetic approaches to printmaking and photography experienced dramatic paradigm shifts that have had a profound impact on the development of modern art. This seminar focuses on the technical and economic conditions that enabled artists — both amateur and professional — to produce and distribute their work, and the various strategies that they employed to promote themselves and their ideas. We will examine the materials and processes of printmaking — such as the invention of the lithographic process — and the way in which the development of photography helped shape artistic production and production. The seminar will also consider the relationship between printmaking and photography, and the ways in which these two technologies have influenced each other. Finally, we will look at the ways in which printmaking and photography have been used to challenge and resist social and political authority.
Photography, in turn, negotiated the boundaries between "documentary" and commercialism and raised the medium's status to a respected art form. Shifts. Etching, for example, simultaneously functioned as a reproductive printmaking and photographic matrix, critical responses to the various processes, art-driven initiatives, and the formative role of the art market and book trade in shaping popular opinion. We will consider these topics across political and geographic borders from Europe to the United States, reading both primary and secondary sources. The class will be held in the study room of the Clark's department of prints, drawings, and photographs, with visits to the Clark and Chapin libraries and the Williams College Museum of Art. 

Class Format: seminar
Requirements/Evaluation: students will be responsible for readings and involved class discussion; several short and one long presentation; and a final paper (20-25 pages)
Enrollment Preferences: Graduate Program students and then to senior Art History majors
Enrollment Limit: 12
Distributional Requirements: Division 1

Spring 2017
SEM Section: 01 R 10:00 AM 12:40 PM Instructor: Jay Clarke

ARTH 555(F) Ottoman and Orientalist Visual Culture

Crosslistings: ARTH 555/ARTH 455
Jean-Léon Gérôme’s famous painting, The Snake Charmer, at the Clark Art Institute will be our starting point for examining the connections between Ottoman and Orientalist visual culture in the modern period. Artists who were fascinated by the Near East (such as Gérôme, Ingres, Delacroix, Levillain, Renoir and Matisse) will be studied alongside Orientalist photography, international exhibitions, travel literature and film. This course encompasses diverse regional orientalisms (in Poland, Russia, Denmark, America and Australia) and the distinctive contribution of women artists. Western engagement with the Islamic world will be examined alongside contemporaneous Ottoman art, patronage and the visual culture of statecraft. We will consider Ottoman modernization as a context through which alternative images of the region were generated. The cultural and political significance of Orientalist visual culture will be critically analyzed through comparative study of French-trained Ottoman artists and their Orientalist mentors Gérôme and Boulanger.

Class Format: seminar
Requirements/Evaluation: each student will write one short midterm paper and a longer concluding essay, as well as present a couple of readings to the class
Extra Info: may not be taken on a pass/fail basis
Enrollment Preferences: places for 8 undergraduates and 8 graduate students assured
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 W 01:30 PM 04:00 PM Instructor: Mary Roberts

ARTH 562 Art of California: Pacific Standard Time (D) (W)

Crosslistings: ARTH 462/AMST 462/LATS 462/ARTH 562
In this course, we will study the visual arts and culture of California after 1960 and consider the region’s place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the role of archives, art criticism, and curatorial practice in contemporary art history. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102
Enrollment Preferences: senior Art major and senior Latin/o Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS
Distributional Requirements: Division 1
Exploring Diversity Writing Intensive

ARTH 563(F) Contemporary Curatorial Workshop

Bi-weekly workshop for graduate students working on contemporary art and curatorial projects. Under the direction of the chair, students will present ongoing curatorial projects, undertake studio and site visits, host local and visiting curators for presentations, and explore key topics in modern and contemporary art and curatorial practice.

Class Format: seminar, meets all year; graded on a pass/fail basis
Prerequisites: graduate art students
Enrollment Preferences: only open to graduate students
Enrollment Limit: 25
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 Cancelled

ARTH 565(F) Aesthetics of Dissent in the Global Contemporary

What is protest art, and what are its aesthetic and conceptual strategies, visual markers, modalities, and effects? How does protest art correlate with a general modernity, modern and contemporary visual practice more generally, and how do we situate protest art in the larger narrative of the history of art? (Or should we?)

In order to address the question of what constitutes an art of protest, this MA-level course will engage with two disciplinary sub-fields not often put in direct dialogue: social art history and social movement mobilization theory; two disciplinary offshoots of the "cultural turn" in the humanities and political sciences developed in the 1970s and relevant today. Of central importance to art's salience in contemporary social politics is the ability of a self-contained expression to transmit information in excess of itself: to generate meaningful correspondence between singular and collective experience. What marks certain political struggles as singular and unique to specific groups and experiences, and what images or ideas link disparate conflicts productively together? What artistic practices can be demonstrated as instrumental to the creation and/or dismantling of political opportunities and social change? Art's status as an extra-political (as in outside politics) force in human society will be both challenged and substantiated in these investigations, as we examine the interrelationship of culture, representation, interpretation, visibility, space, and power in select global case studies, e.g.: the aesthetics of the Black Panther Party, the global anti-Vietnam War movement, women's spaces in revolutionary Iran, Tahrir Square circa 2011, Occupy Wall Street, and #BlackLivesMatter.

Class Format: seminar
Requirements/Evaluation: based on classroom discussion, several short (3-5 page) writing assignments & an original research paper (15-20 pages)
Extra Info: utilizing interdisciplinary bibliographic sources to interpret and evaluate the artistic properties & political products of a contemporary social movement
Enrollment Limit: 12
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 F 01:10 PM 03:50 PM Instructor: Brynn Hatton

ARTH 567(F) What is Art Criticism? Current Debates, Past Precedents

Taking as its point of departure recent debates concerning a purported "crisis" of art-criticism, this seminar considers traditions of writing about the work of living artists in modernity. We will begin with current literature and then pivot back to the eighteenth century, tracing a sequence of episodes in art criticism’s evolution as a genre by looking at key works of art as mediated by their first critics. Emphasis will be placed on close readings of primary historical texts as prompts for thinking through the following broad questions, among others: What is critique, and what is art criticism? Is the art critic a judge, a historian, a partisan, a participant, or an artist in her own right? How do forms of distribution impact the content of art criticism, and how does art criticism impact the form and content of art? What is the relationship, if any, between taste, assessment of value, and interpretation of meaning? Artists considered include, among others, Boucher, Friedrich, Whistler, Seurat, Pollock, Piper.

Class Format: seminar
Requirements/Evaluation: two short writing assignments, twenty page final paper
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 M 10:00 AM 12:50 PM Instructor: Emmelyn Butterfield-Rosen

ARTH 573(S) Modern and Contemporary Art from the Middle East and North Africa

Not Offered Academic Year 2017
SEM Instructor: C. Ondine Chavoya
This is an exciting time for art from the Middle East and North Africa. Contemporary artists are exhibiting in international shows and biennales, and the global art market has responded to collector interest and crowned its favorities. The visibility and celebration of these artists, however, does not take into account the larger historical arena of cultural production and artistic practice from which they emerge. In terms of the discipline of art history, the field of modern painting and contemporary visual practice in the region is in its first generation of formation and definition. Drawing on very recent scholarship in art history and visual anthropology, we will explore the “history” of modern and contemporary art in the Middle East and North Africa (from the 1920s–the present). We will pay particular attention to how key terms and categories such as: modern, contemporary, Islamic, and Arab, have been constructed, deployed and debated by artists, institutions and scholars in the field. We will explore the role of museums, art schools, archives and biennales in the region, the creation of art publics and communities, and how the international market has responded to contextual and historical considerations. And perhaps most importantly, we will study work by artists that identify with the region and engage and complicate constructions of race, gender, religion, environment, autonomy and community.

Class Format: seminar

Requirements/Evaluation: short response essays and a culminating research paper

Enrollment Preferences: graduate program students and then senior Art History and Arabic Studies majors

Distributional Requirements:

Spring 2017

SEM Section: 01  W 10:00 AM 12:40 PM  Instructor: Katarzyna Pieprzak

ARTH 595(F) Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Grad Program Director.
Class Format: tutorial
Distributional Requirements: Division 1

Fall 2016

IND Section: 01  TBA  Instructor: Marc Gotlieb

ARTH 596(S) Private Tutorial
Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Grad Program Director.
Class Format: tutorial
Distributional Requirements: Division 1

Spring 2017

IND Section: 01  TBA  Instructor: Marc Gotlieb

ARTH 597(F) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit
Class Format: independent study
Distributional Requirements: Division 1

Fall 2016

IND Section: 01  TBA  Instructor: Marc Gotlieb

ARTH 598(S) Undergraduate Lecture Course Taken for Graduate Credit
Undergraduate Lecture Course Taken for Graduate Credit
Class Format: independent study
Distributional Requirements: Division 1

Spring 2017

IND Section: 01  TBA  Instructor: Marc Gotlieb

ASIAN STUDIES
(DIV I & II, see explanation below)
Chair: Associate Professor Li YU


The mission of the Department of Asian Studies is to help as many students as possible—both majors and non-majors—develop practical proficiency in Asian languages and, in the tradition of the liberal arts, acquire a meaningful understanding of important facets of one or more of the disciplines represented within Asian Studies (including anthropology, art history, economics, history, linguistics, literature, music, political science, religion, and sociology), so that they may realize their fullest intellectual and personal potential and be able to make useful contributions to society.

We offer courses in English in the field of Asian Studies as well as courses in Chinese and Japanese language, literature, and culture. Three distinct majors are offered: a major in Chinese; a major in Japanese; and an interdisciplinary Asian Studies major which allows students to choose from a wide range of courses in the anthropology, art, economics, history, languages, linguistics, literature, music, politics, religion, and sociology of China, Taiwan, Japan, and other Asian countries. In particular, an increasing number of courses on South Asia are offered (e.g. ASST 117, ASST 221, ASST 244, ASST 246T, ASST 248, ASST 252, ASST 256, ASST 391, ASST 415, ASST 424, ASST 431, ASST 488). Students with questions about the Asian Studies majors or about Asian Studies course offerings should consult the chair.

Please note: Courses with ASST prefix carry Division II credit unless otherwise noted and courses with CHIN and JAPN prefixes carry Division I credit unless otherwise noted.

THE MAJOR

All students wishing to major in the Department of Asian Studies are required to take and pass a total of eleven courses, as follows:

One course that explicitly compares at least two countries in Asia, such as ASST 103, ASST 126, ASST 245, ASST 248, ASST 250, ASST 256, ASST 271, ASST 391, ASST 414, ASST 424, ASST 431. Or students may take instead a course on a country that is different from their country of primary focus.

Four semesters of Chinese or Japanese language (including no more than two 100-level courses).

In addition to completing (1) and (2) above, all majors choose either an Area Studies track, leading to a major in Asian Studies; or a Language Studies track, leading to a major in Chinese or Japanese. The requirements for each of these tracks are indicated below:

Asian Studies Major

Three-course qualification in one of the disciplines represented within Asian Studies (anthropology, art history, economics, history, linguistics, literature, music, political science, religion). The qualification, to be determined through consultation between students and their advisor, normally includes an introductory course and more advanced courses. At least two of these three courses must be on Asia.

Three approved electives, which may include further language work

Chinese Major

Four additional semesters of Chinese language (300-level or higher)
One semester of introduction to Classical Chinese
One approved course in Chinese literature, linguistics, or culture

Japanese Major

Four additional semesters of Japanese language (300-level or higher)
One approved course in Japanese language (400-level), literature or culture
One approved elective on Japan

STUDY ABROAD

Students intending to major in Asian Studies are encouraged to study in Asia during one or both semesters of their junior year. Williams faculty serve on the boards of several study abroad programs in China and Japan. Opportunities to study in India, Indonesia, Korea, Taiwan, Thailand, and other Asian countries are also available. Prospective Asian Studies majors who are planning to study abroad should discuss their plans with their advisor as far in advance as possible. Up to eight courses taken overseas can count toward graduation, and up to four courses taken off campus may be counted toward the major. You can find general study away guidelines for Asian Studies here.

THE DEGREE WITH HONORS

Students interested in writing an honors thesis in Asian Studies, Chinese, or Japanese should submit a proposal to the department chair before they pre-register for senior courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. Admission to the honors thesis program will normally be limited to students who have maintained at least a B+ average in their courses for the major. Students admitted to the program should register for ASST 493-W31-494, or JAPN 493-W31-494, or JAPN 493-W31-494. T117 will be expected to turn in the final draft of their thesis shortly after spring break and to discuss their results formally with their faculty graders. Their final grades in the three courses listed above and the award of Honors, Highest Honors, or no honors will be determined by the quality of the thesis and the student’s performance in the oral defense.

THE ASIAN STUDIES ENDOWMENT

The Linen summer grants for study abroad, the Linen visiting professorships, and several other programmatic activities in the department are supported by an endowment for Asian Studies established by family and friends in memory of James A. Linen III, Class of 1934, Trustee of the College from 1948 to 1953 and from 1963 to 1982. ASST 103(S) Asian Art Survey: From the Land of the Buddha to the World of the Geisha (D)

Crosslistings: ARTH 103/ASST 103

This course introduces to students some of the most enduring masterpieces of Asian art with an emphasis on the art of India, China, and Japan. Its contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. It also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses.
Highlights include sexual symbolism in Hindu and Buddhist art; nature or landscape painting as moral and political rhetoric; the sex industry and kabuki theatre and their art in Edo Japan; and the meeting of the Eastern and Western art. This course is one of the three foundational courses; art history majors may choose any two of the three courses Arth 101, Arth 102, and Arth 103 to fulfill the foundational requirements.

As an EDI course, its historical, visual, and thematic analyses will bear upon the interconnectedness not only among these three distinctively different cultures, but their respective interactions with the West.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on three quizzes, two short papers, film screening and class attendance
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; highly recommended for first-year students
Enrollment Preferences: none
Enrollment Limit: 90
Dept. Notes: can be taken with either ARTH 101 or ARTH 102 as the foundational requirement for the Art History route to the major
Distribution Notes: meets Division 1 requirement if registration is under ASST
Distributional Requirements:
Division 1
Exploring Diversity
Other Attributes:
ARTH pre-1600 Courses
GBST East Asian Studies Electives

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Ju-Yu Jang

ASST 115 The World of the Mongol Empire (W)
Crosslistings: HIST 115/ASST 115

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe. Further expanded by Genghis’s descendants, the Mongol Empire incorporated a vast range of different peoples, cultures, enhancing communications, trade, and exchange among them. In this course we will examine the “world order” of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers’ accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final research paper
Extra Info: not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
SEM Instructor: Anne Reinhardt

ASST 117 Bombay/Mumbai: Making of a Modern Metropolis (W)
Crosslistings: HIST 117/ASST 117/GBST 117

Bombay or Mumbai is India’s foremost urban center and is well known today as a truly global city. It is the heart of India’s commercial life comparable in vibrancy and multiculturalism with the world’s emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical moments that contributed to the making of India’s most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?

This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.

The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar
Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing

Enrollment Preferences: first-year students, then sophomores
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia

Not Offered Academic Year 2017
SEM Instructor: Aparna Kapadia

ASST 121(F) The Two Koreas (W)
Crosslistings: HIST 121/ASST 121

The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union arbitrarily divided the peninsula into two zones of occupation at the 38th parallel. Today, over six decades later, the split endures as what has been called “the Cold War's last divide.” This tutorial examines the history of the two Koreas from their creation in 1945 to the present. We will explore the historical and ideological origins of the division; how tensions between North and South led to the outbreak of the Korean War; why the paths of the two Koreas have differed so markedly; how each country has been shaped by its political leaders and their ideologies; and what recent developments in North Korea, including its nuclear program, have meant for relations on the peninsula and beyond. Course material will include primary and secondary sources of various kinds, including political documents, intellectual treatises, films, and short stories.

Class Format: tutorial
Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner’s work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia

Fall 2016
TUT Section: T1 TBA Instructor: Eiko Siniawer

ASST 126 Musics of Asia (D)
Crosslistings: MUS 112/ASST 126

This course offers an introduction to the great diversity of Asian music. Our survey will span from East Asia (China, Korea, and Japan) to Southeast Asia (Thailand and Indonesia) to the Indian subcontinent, Central Asia (Tibet and Afghanistan), to the Middle East (Iran and the Arabian peninsula), and will end with the extension of Asian music across North Africa and into Eastern Europe. Within this broad survey, we will focus on selected and representative musical cultures and genres. In each section of the course, aspects of cultural context (including music’s function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical musics of these cultures, we will also briefly consider the current musical scene. Encounters with this music will include attendance at live performances when possible.

This course satisfies the EDI requirement by exploring how the diverse musical traditions of Asia are shaped by radically different religious beliefs and social norms and by demonstrating how various Asian cultures can be understood through their musical traditions. Much of the music we will encounter presents aesthetics and cultural norms that differ radically from mainstream Euro-American cultural practices. To engage with these traditions students must attempt to place themselves within different cultural frameworks, to hear music that they may find shockingly foreign with a different set of ears.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on four tests and two papers
Prerequisites: none; no musical experience necessary
Enrollment Limit: 25
Expected Class Size: 20
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ASST
Distributional Requirements:
Division 1
Exploring Diversity
Other Attributes:
GBST East Asian Studies Electives
MUS World Music/Ethnomusicology

Not Offered Academic Year 2017
LEC Instructor: W. Anthony Sheppard
Class Format: changing form and function of the book interact across its long and diverse
works of art to ephemeral trash, they have been public and private, sacred
and profane, magical and commonplace. Likewise, notions of the book have
influenced every subsequent form of communication and transmission,
whether we are browsing film and song "libraries" or "scrolling" down "pages"
on the web. This course will explore aspects of the material, social, cultural,
and intellectual history of the book, from the invention of the earliest writing
systems through the modern development of digital media. Our inquiry will
span the globe and the millennia, but we will pay special attention to the
ancient and medieval era, Grek, and Latin traditions and their enduring
influence in the modern world. Topics will include orality and literacy,
manuscript production, the invention and spread of printing, typography,
reading culture, notions of authorship, libraries and collections, censorship,
and the digital book. We will examine a variety of readings, hands-on exercises, and
interactions with our abundant library resources, we will investigate how the
changing form and function of the book interact across its long and diverse
history. All readings are in translation.

Not Offered Academic Year 2017
SEM  Instructor: Edan Dekel

ASST 208 Afghanistan Post-Mortem
Crosslistings: ANTH 208/ASST 208/PSGC 220/GBST 208
This course will focus on the United States and the Taliban, the construction and collapse of an empire, the
waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience.
This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological and historical studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia

Not Offered Academic Year 2017
SEM  Instructor: David Edwards

ASST 212(F) Transforming the "Middle Kingdom": China, 2000 BCE-1600 (D)
Crosslistings: HIST 212/ASST 212
China expanded from scattered Neolithic settlements to become one of the world's most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the "early modern" seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquest of China proper by "barbarian" peoples, the composition of elites, and change in daily life, popular culture, and gender roles. This course fulfills the Exploring Diversity Initiative requirement in that it engages with questions of difference through studying the development of the modern Chinese nation-state from the multi-ethnic empire of the Qing and China's particular experiences of imperialism in the nineteenth and twentieth centuries.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Other Attributes:
GBST East Asian Studies Electives
GBST Middle Eastern Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM  Instructor: Anne Reinhart

ASST 213(S) Modern China, 1600-Present (D)
Crosslistings: HIST 213/ASST 213
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China's historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynasty, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the "other Chinas" of Taiwan and Hong Kong, economic liberalization, and globalization. This course is part of the Exploring Diversity Initiative in that it requires students to engage with questions of difference through studying the development of the modern Chinese nation-state from the multi-ethnic empire of the Qing and China's particular experiences of imperialism in the nineteenth and twentieth centuries.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 35-40
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM  Instructor: Anne Reinhart

ASST 217 Early Modern Japan
Crosslistings: HIST 217/JAPN 217/ASST 217
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience.
This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological and historical studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Other Attributes:
GBST East Asian Studies Electives
GBST Middle Eastern Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC  Instructor: Eiko Siniawer

ASST 218(F) Modern Japan
Crosslistings: HIST 218/JAPN 218/ASST 218
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience.
This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30-40
Distributional Requirements: Division 2
Exploring Diversity

Other Attributes:
GBST East Asian Studies Electives
GBST Middle Eastern Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM  Instructor: Anne Reinhart
Requirements/Evaluation: class participation, response papers, two short papers (5 pages each), and a self-scheduled final exam or research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 30

Distribution Notes: meets Division 2 requirement if registration is under JAPN

Distributional Requirements: Division 2

Other Attributes: GBST East Asian Studies Electives

HIST Group B Electives - Asia

Fall 2016

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Eiko Sinaiewer

ASST 219(S) Japanese Culture and History from Courtiers to Samurai and Beyond (D)

Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219

This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in such periods, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this EDI course not only considers the relationship between politics, culture, and society in premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Preferences: students majoring or considering a major in a related field

Enrollment Limit: 40

Expected Class Size: 30

Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: HIST Group B Electives - Asia

HIST Group P Electives - Premodern

Spring 2017

LEC Section: 01 TF 01:10 PM 02:25 PM Instructors: Christopher Bolton, Eiko Sinaiewer

ASST 220 The Monkey King: Transformation of a Legend

Crosslistings: COMP 219/ASST 220

The devious and irascible Monkey King, born of stone, defying all authority yet compelled to behave by a dubious Buddhist magic, is one of the most beloved figures in Chinese culture. This course will trace the transformation of the Monkey King legend from its origins in early representations of monkeys in folklore and a seventh-century Chinese monk's arduous journey to India in search of Buddhist learning, through its maturation in the sixteenth century, and into works of the Asian diaspora in the U.S. We will examine textual and visual representations of the Monkey King in popular culture, folklore, and literature, to explore topics including ideas about conformity and individual autonomy, morality and law, and the cultural negotiations necessitated by travel and contact with people (or monkeys) of other civilizations.

Class Format: seminar

Requirements/Evaluation: 5 short (1-2 page) papers, a mid-term paper (4-5 pages), and a take-home final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: comparative literature and Asian studies majors

Enrollment Limit: 25

Expected Class Size: 12

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ASST

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Sarah Allen

ASST 221 The Making of Modern South Asia: 1750-1950 CE

Crosslistings: HIST 221/ASST 221/GBST 221

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan.

We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.

One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 20-25

Distributional Requirements: Division 2

Other Attributes: GBST South + Southeast Asia Studies Electives

HIST Group B Electives - Asia

Not Offered Academic Year 2017

LEC Instructor: Aparna Kapadia

ASST 222 History and Society in India and South Asia: c. 2000 to 1700s

Crosslistings: HIST 220/ASST 222

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mughal Empire and will address topics such as the “discovery of India”, the coming of the “Aryans”, society and culture in the great epics like the Ramayana, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness of regions that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, response papers and presentation, 2 essays, a mid-term and a final exam

Prerequisites: none; open to all

Enrollment Preferences: none

Enrollment Limit: 40

Expected Class Size: 20-25

Distributional Requirements: Division 2

Other Attributes: GBST South + Southeast Asia Studies Electives

HIST Group B Electives - Asia

HIST Group P Electives - Premodern

Not Offered Academic Year 2017

LEC Instructor: Aparna Kapadia

ASST 230(S) The Temple in South Asia (D)

Crosslistings: ARTH 230/ASST 230

Towering over urban expansions and secluded forests, or turning up on roadside corners and narrow back alleys, temples occupy a crucial place in the physical and sacred landscape of South Asia. At once meeting places for diverse communities, markers of piety and power, and architectural and sculptural wonders, temples are where artistic practice, devotion, and political and social aspirations come together. This lecture course explores the history, forms, and meanings of South Asian temples both as important works of architecture and centers of religious and social activity. Through topics such as ritual and sacred space, pilgrimage, architecture and symbolic cosmology, and the politics of architectural reuse, we will develop a multifaceted understanding of the temple in South Asia.

Class Format: lecture

Requirements/Evaluation: midterm and final exams; one 4- to 5-page paper, and one longer final paper (8-10 pages)

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 10

Distribution Notes: meets Division I requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST

Distributional Requirements: Division 1

Exploring Diversity

Spring 2017

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Heeryoon Shin

ASST 233 Spiritual Crossroads: Religious Life in Southeast Asia (D)

Crosslistings: HIST 233/ASST 233

Not Offered Academic Year 2017

LEC Instructor: Sarah Penney
Crosslistings: ANTH 233/ASST 233/REL 235
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Class Format: seminar

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:

Division 2

Exploring Diversity

Other Attributes:

GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Peter Just

ASST 243(F) Red Chamber Dreams: China's Greatest Novel as Literature and Legacy

Crosslistings: COMP 245/ASST 243

The eighteenth-century novel Dream of the Red Chamber, also known as Story of the Stone, is widely regarded as China's greatest novel due to the intricacy of its narrative and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. We will read the novel through a variety of critical approaches, addressing it both as a work of literature and as a cultural phenomenon.

Class Format: seminar

Requirements/Evaluation: three 2-page papers, one 5-page paper, and a final 6- to 7-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: COMP majors, then ASST majors

Enrollment Limit: 25

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ASST

Distributional Requirements:

Division 1

Fall 2016

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Sarah Allen

ASST 244 Mind and Persons in Indian Thought

Crosslistings: REL 244/ASST 244

In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.

Class Format: lecture/discussion

Requirements/Evaluation: full attendance and participation, three short essays (6 pages)

Prerequisites: prior exposure to Buddhism or philosophy, or permission of instructor

Enrollment Preferences: selection based on the basis of relevant background

Enrollment Limit: 18

Expected Class Size: 18

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

LEC Instructor: Georges Dreyfuss

ASST 245(T) Nationalism in East Asia (D)

Crosslistings: PSCI 354/ASST 245/HIST 318

This tutorial examines the theoretical literature on nationalism, and then uses insights from those readings to study of the emergence and development of modern nationalist movements and national identities in China, Japan, Korea — both South and North — and Taiwan. It is an Exploring Diversity Initiative course and, as such, engages in explicit and critical cross-cultural comparisons, asking how theories of nationalism developed largely from European history might need to be revised when applied to East Asia, and how experiences of nationalism and expressions of national identity vary within East Asia.

Class Format: tutorial

Requirements/Evaluation: two 5-page papers, class participation, final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Political Science and Asian Studies majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Exploring Diversity

Other Attributes:

GBST East Asian Studies Electives

HIST Group B or PSCI Comparative POEC/Public Policy Courses

PSCI Comparative Politics Courses

Spring 2017

TUT Section: 01 TR 08:30 AM 09:45 AM Instructor: George Crane

ASST 246(T) India’s Identities: Reproducing the Nation, Community and Individual (D)

Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246

This course considers India’s contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India’s growing population so often described in terms of multiple identities or fragmenting oppositions — Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu & Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at how Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir. Our course readings include ethnographic, sociological, and historical analyses, as well as oral histories and popular media. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical & social changes in India.

Class Format: tutorial

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

GBST South + Southeast Asia Studies Electives

PHLH Bioethics/Interpretations of Health

WGSS Racial Sexual + Cultural Diversity Courses

Fall 2016

TUT Section: T1 TBA Instructor: Kim Gutschow

ASST 247 Tibetan Civilization (D)

Crosslistings: REL 245/ASST 247

Tibet is depicted as exotic, mythological and ideal country. Tibet has had the dubious privilege of being a focus of Western fantasies. One cannot but wonder about the motives and sources of this mythology. Although this course examines these representations, its main focus is an immersion in the cultural and historical aspects of Tibetan civilization, which give students the tools with which to understand Tibetan culture from the inside. As such this course is part of the Exploring Diversity Initiative. We first consider the early history of Tibet, the introduction of Buddhism, the relations between Buddhism and the indigenous religion, and some of the stages in the development of Tibetan Buddhism. We also examine the historical developments that led to the development of the institutions (such as the Dalai-Lama) unique to Tibet and some of the aspects of the culture that these institutions helped to create (such as gender roles, family structure and social stratification). Finally, we consider the more recent tragic events and examine the profound transformations that they have brought. Throughout the course, we consider the central role of the complex interaction between Buddhism and politics in Tibetan history both in the pre-modern period and in more recent times, when the Tibetan people have faced the challenge of how to use their institutions and culture to resist oppression. In this way, we get a footing in the Tibetan world, and the indispensable assessment of Western representations of Tibet becomes not just an exercise in self-reflection but also a gate to a better understanding of a remarkable but tragically threatened civilization. This course, which explores in depth Tibetan cultural and the tragic cross-cultural misunderstandings that threaten its integrity, is part of the Exploring Diversity Initiative.

Class Format: lecture/discussion

Requirements/Evaluation: full attendance and participation, three 6-page essays

Prerequisites: none

Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Georges Dreyfus

ASST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W)
Crosslistings: REL 248/ASST 248/ANTH 248/GWS 249/GBST 248

This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—India, Sri Lanka, and Bangladesh—and Buddhism, Hinduism, and Islam—as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.

Class Format: seminar
Requirements/Evaluation: the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-to-one writing feedback session between student and instructor
Prerequisites: none
Enrollment Preferences: majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
GBST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
SEM Instructor: Kim Gutschow

ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia (D)
Crosslistings: REL 250/ASST 250

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from moral paragons—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva, and others. This course fulfills the Exploring Diversity Initiative by providing students with tools for cross-cultural analysis of ethics and moral paragons, as part of how societies manage difference and articulate hierarchies of privilege and power.

Class Format: lecture/discussion
Requirements/Evaluation: active participation, short writing assignments, midterm, and a take-home final exam
Prerequisites: none
Enrollment Preferences: Religious Studies and Asian Studies majors
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST East Asian Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Jason Josephson

ASST 251 Zen Buddhism: History and Historiography
Crosslistings: REL 251/ASST 251

Because mystifying references to Zen are strewn throughout American popular culture—from episodes of the Simpsons to names of perfumes and snack foods—most Americans have an image of Zen Buddhism that is disconnected from anything actually practiced in East Asia. This course offers a corrective to this image by familiarizing students with both the history of Zen and the historiographical roots of these popular perceptions. This course will examine the origins of Zen (Ch’ an) in China, trace its transmission to Japan, and cover its development in both cultural contexts. It will conclude with an examination of Zen’s unique role in American popular culture. The course will enrich the conventional image of Zen by addressing its involvement with power and governance, gods and demons, mummies and sacred sites, sex and violence, nationalism and scholarship. Texts will include selections from primary works in translation (The Platform Sutra of the Sixth Patriarch, The Gateless Barrier, The Lancel of Seated Meditation) as well as selections from secondary literature including Suzuki, Zen and Japanese Culture, Victoria, Zen at War, and Philosophies of Immediacy.

Class Format: lecture/discussion
Requirements/Evaluation: participation in class discussion, short response papers (2-3 pages), a mid term exam, and a take-home final exam
Prerequisites: none
Enrollment Preferences: Religion and Asian Studies majors
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements:
Division 2
Other Attributes:
GBST Eastern Asia Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Jason Josephson

ASST 252 Zen Buddhism: History and Historiography
Crosslistings: ARTH 251/ASST 252

This course is an introduction to the history of art in the Indian subcontinent from ca. 300 B.C. to the present. We will explore the wide range of artistic production in South Asia, including painting, manuscripts, sculpture, and architecture, and examine the developments in their style, production technique, and subject matter within specific social, historical, and cultural contexts. The Indian subcontinent has been home to multiple artistic, religious, and philosophical traditions, including Buddhism, Jainism, Hinduism, and Islam, and a special emphasis will be placed on the ways in which artists, patrons, and audiences have negotiated their encounters with the diverse cultural practices within and beyond South Asia. Topics include ritual and technological space; architectural reuse and appropriation; art as propaganda; miniature painting and courtly culture; trade and circulation of art objects. Students will learn the skills of visual analysis and interpretation, and become familiar with the different approaches art historians have taken to understand the development of South Asian art. In addition to lectures, the class will make use of the collections at the Williams College Museum of Art to provide firsthand experiences with South Asian art objects. No background in Asian or South Asian art is necessary for the successful completion of this course. This course fulfills EDI requirements through its exploration of the intercultural dialogues in South Asian art through the transmission of ideas, objects, and people, and the economic and political dynamics that facilitated such movements.

Class Format: lecture
Requirements/Evaluation: midterm and final exams, two short papers (3 pages), final paper (6-8 pages)
Prerequisites: none
Enrollment Preferences: juniors and sophomores
Enrollment Limit: 30
Expected Class Size: 30
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST
Distributional Requirements:
Division 1
Exploring Diversity

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Heeryoon Shin

ASST 255 Buddhism: Ideas and Practices
Crosslistings: REL 255/ASST 255/ANTH 255

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and lay, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We think questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: lecture/discussion

ASST 255 Buddhism: Ideas and Practices
Crosslistings: REL 255/ASST 255/ANTH 255

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and lay, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We think questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: lecture/discussion
requirements/evaluation: full attendance and active participation; two essays
prerequisites: none
enrollment preferences: none
enrollment limit: 25
expected class size: 25
distributional requirements: division 2

not offered academic year 2017
lec instructor: georges dreyfus

asst 256 engendering buddhism: how women and men shape and are shaped by buddhism (w)
crosslistings: rel 256/wgss 256/anth 256/asst 256
this course looks at how gender has shaped buddhism as well as how buddhism has shaped gender. most generally, it considers the myriad ways that buddhist soteriology and practice produce the very gender differences they purport to overcome. how have the buddha and his far-flung disciples institutionalized and gender differences in spite of their putative goal of transcending duality? we examine the varying experiences of women and men in buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. last but not least, we discuss how well feminist and american revisions of buddhism have transformed gender and other forms of difference. our analysis revolves around several interdependent themes. (1) how do female and male bodies become the subject of a specific set of buddhist gazes? what does buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) how do gender divisions reflect deeper social divisions such as class and race in buddhist discourse? (3) how have feminist deconstructions of buddhism transformed gender and social hierarchies in the contemporary world? this course fulfills the exploring diversity initiative by seeking to theorize the ways that buddhism has produced and reinscribed gender differences and social hierarchies.

class format: seminar
requirements/evaluation: two midterm papers, weekly glow participation, final research papers, and class participation
prerequisites: none
enrollment preferences: majors in religion, women’s, gender and sexuality studies, asian studies, and anthropology/sociology
enrollment limit: 20
expected class size: 20
distributional requirements: division 2
exploring diversity
writing intensive
other attributes: gbst east asian studies electives
wgss racial sexual + cultural diversity courses

not offered academic year 2017
sem instructor: kim gutschow

asst 268(f) chinese art and culture: from imperial treasures to contemporary visions (d)
crosslistings: arth 268/asst 268
this course introduces to students some of the major artistic traditions and trends from the dawn of chinese civilization to the present. highlights include ancient bronze vessels commissioned by the royal house and the mysteries and scholarly debates surrounding their fantastic surface décor; how the teachings of different buddhist schools and sects are visualized for the attainment of nirvana; how nature or landscape painting was used as religious, moral, and political rhetoric; the relationship between words and images; the way in which chinese artists represent space and the external world in contrast to the european approaches that use the one-point perspective technique in picture making; how china’s encounters with foreign cultures and their arts in different times in history have contributed to the development of chinese culture and artistic trends, including 20th social realism made during communist china’s cultural revolution; and how some contemporary chinese artists show their defiance against tradition, using traditional chinese visual imagery, while some try to achieve shock value in their art, forcing the viewer to confront the positive and negative influences of western art theories on contemporary chinese artworks. the course's contextual approach helps students gain insight into the aesthetic, religious, and political ideas and cultural meanings conveyed by the works of art. it also provides students with the vocabulary, techniques, and patterns of thinking needed for advanced art history courses. this course fulfills the ed initiative in that its historical, visual, and thematic analyses will bear upon not only the interconnectedness between chinese culture and the distinctively different cultures of india, korea, and japan, but china's respective interactions with other cultures in the middle east and west.

class format: lecture/discussion
requirements/evaluation: 3 quizzes; 3 short essay assignments, film screening, class attendance
extra info: may not be taken on a pass/fail basis; not available for the fifth course option
prerequisites: none
enrollment limit: 35
expected class size: 20
distribution notes: meets division 1 requirement if registration is under arth; meets division 2 requirement if registration is under asst

distributional requirements: division 1

asst 274(f) chinese calligraphy: theory and practice
crosslistings: arth 274/asst 274/arts 274
beginning in the fourth century, chinese calligraphy has remained one of the highest art forms in china and in east asia generally, practiced by the literati, or highly erudite scholars. this course has two components: art history and studio practice. the first offers students an opportunity to acquire an understanding of the theoretical and aesthetic principles of chinese calligraphy. it also examines the religious, social, and political functions of chinese calligraphy in its cultural context, teaching how traditional chinese calligraphy influences its artists and other cultural spheres. the second component focuses on the historical and cultural contexts of chinese culture and time period—they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. this course can count toward the art history or studio art major.

class format: lecture/studio instruction
requirements/evaluation: weekly assignments, a midterm, one short paper, oral presentations, participation in class discussion, a final project (artistic or scholarly), class attendance, film screening
prerequisites: none
enrollment limit: 12
department notes: this course can count toward the art history or studio major
materials/lab fee: lab fee TBD will be added to the student's term bill

distribution notes: meets division 1 requirement if registration is under asst

distributional requirements: division 1
other attributes: arth pre-1600 courses

asst 284 introduction to asian american history (d)
crosslistings: hiat 284/asst 284
this course serves as the introduction to asian american history, roughly covering the years 1850 to the present. it examines the lives of chinese,
Japanese, Koreans, Filipinos, Indians, and Southeast Asians in America, and the historical reasons why they came to the US and their subsequent interactions with other ethno-racial groups in the United States. Topics include the anti-Asian exclusion movements, the wartime incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and the war in Vietnam, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the use of historical texts, primary documents, novels, memoirs, and films. This is an EDI course because it examines how people from different Asian countries and cultures interacted with each other and those already here in the US. There is a story of immigration, exclusion, resistance, accommodation, and claims of "becoming American."

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on four response papers, two short critical essay (5-7 pages) and a final oral history/family history of an Asian American (10-15 pages)

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 30

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- ASAM Core Courses
- HIST Group F Electives - U.S. + Canada

**Not Offered Academic Year 2017**

**LEC**  Instructor: Scott Wong

**ASST 313(F) The People's Republic: China since 1949**

**Crosslistings:** HIST 313/ASST 313

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the course of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on active class participation, several short papers and a final research paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** none (HIST 213 recommended)

**Enrollment Preferences:** junior and senior History and Asian Studies majors

**Enrollment Limit:** 25

**Expected Class Size:** 12-20

**Distributional Requirements:** Division 2

**Other Attributes:**
- HIST Group B Electives - Asia

**Not Offered:** Academic Year 2017

**LEC**  Instructor: Anne Reinhardt

**ASST 317 Gender Construction in Chinese Art (D) (W)**

**Crosslistings:** ARTH 317/ASST 317/WGSS 318

"One is not born, but rather becomes a woman"—Simone de Beauvoir This course will investigate how gender as a cultural and social construction is visualized in Chinese art. Issues of interest include how gendered space is constructed in Chinese painting; how landscape paintings can be decoded as masculine or feminine; and ways in which images of women help construct ideas of both femininity and masculinity. This course will also discuss Confucian literati's [ideals] of reclusion and hierarchal; didactic art for women; images of concubines, courtesans; and lonely women's isolation and abandonment. For example, while nature is often seen as feminine, Chinese landscape painting may be coded as masculine due to its association with the Confucian scholar-officials of eremitism, a means for the cultivation of the mind, and homoeroticism. On the other hand, the placement of a masculine landscape in feminine space may be seen as rhetorical strategy, accentuating the lonely woman's isolation and abandonment, which are important tropes in Chinese erotic poetry as well.

This course fulfills the EDI requirement in that it is designed to enable students to study the logic of gender and sexuality in a context different from their own; to see how both genders are constructed in relation to each other, and how they interact in the context of class, ideology, politics, and ideas, as well as how we may compare their representation in China with those of other cultures, notably Japan and the West. Using both visual art and literature, this course also challenges the gender stereotyping that still exists in current scholarship.

**Class Format:** seminar/discussion

**Requirements/Evaluation:** a series of 2-3 page position papers; one 3-4 page 1st oral presentation write-up; one 4-5 page pre-focus/focus paper for exploring the final paper topic; 2 oral presentations; a 12-15 page final research paper; class discussions; class attendance

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 14

**Expected Class Size:** 10

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST or WGSS

**Distributional Requirements:**
- Division 1
- Exploring Diversity
- Writing Intensive

**Other Attributes:**
- ARTH pre-1800 Courses

**ASST 319 Gender and the Family in Chinese History (D)**

**Crosslistings:** HIST 319/WGSS 319/ASST 319

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (18th-19th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this class makes use of anthropological and gender studies methods to analyze both the specifics of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:**
- GBST East Asian Studies Electives
- HIST Group B Electives - Asia
- HIST Group P Electives - Premodern
- WGSS Racial Sexual + Cultural Diversity Courses

**Not Offered Academic Year 2017**

**LEC**  Instructor: Anne Reinhardt

**ASST 321 History of U.S.-Japan Relations (D)**

**Crosslistings:** HIST 321/JAPN 321/ASST 321

An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations in the past 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the requirements of the Exploring Diversity Initiative by examining not just the diplomatic relationship between the United States and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distribution Notes:** meets Division 2 requirement if registration is under JAPN

**Distributional Requirements:**
- Division 2
- Exploring Diversity

**Other Attributes:**
- GBST East Asian Studies Electives
- HIST Group B Electives - Asia
- HIST Group F Electives - U.S. + Canada
- MAST Interdepartmental Electives

**Not Offered Academic Year 2017**

**LEC**  Instructor: Anne Reinhardt

**ASST 337 Zen and Philosophy: The Kyoto School and its Legacy in Japanese Thought**

**Crosslistings:** REL 337/ASST 337/COMP 337

Popularly regarded as the most important philosophical movement in modern Japanese history, the Kyoto School creatively marshaled the resources of Chinese, Japanese, and European thought. After providing some brief background in Japanese Buddhism to address the impasses of Western philosophy to startling effect. Although the members of the Kyoto School were not all of one mind, their shared aims were ambitious: to bridge the dualism between subject and object, to overcome nihilism, to explore the implications of absolute nothingness, and to surmount what they saw as the chasm between Japanese and European thought. After providing some brief background in Japanese
Buddhism, we will read the writings of the core thinkers of the Kyoto School: Nishida Kitaro, Tanabe Hajime, Nishitani Keiji, and some of their later protégés. Thematically, we will explore issues in ethics, epistemology, phenomenology, metaphysics, and the philosophy of religion; and demonstrate the continued relevance of their insights in these areas. Finally, we will reflect on the group’s engagement with Japanese nationalism. All readings will be in translation.

Class Format: seminar

Requirements/Evaluation: regular participation and attendance, regular short writing assignments, 10- to 15-page final paper

Prerequisites: none, but previous coursework in Religion, Comparative Literature, Political theory, and/or Philosophy is strongly recommended.

Enrollment Preferences: Religion, Asian Studies, and Comparative Literature majors

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under REL or ASST; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Not Offered Academic Year 2017

SEM Instructor: Jason Josephson

ASST 341(S) Caste, Race, Hierarchy (D)

Crosslistings: ANTH 341/AFR 341/ASST 341/GBST 341

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or “untouchable,” backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of “traditional” forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years.

Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining “caste” in one’s own community. In its engagement with hierarchy in our various communities, and in its critical theorization of the commensurability (or not) of distinctive systems of inequality, the course fulfills the EDI requirement.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 2

Exploring Diversity

Spring 2017

SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Joel Lee

ASST 346 Islam and Anthropology

Crosslistings: ANTH 346/REL 346/ARAB 280/ASST 346

If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional “object” of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theories, see how these phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct “ideal-type” models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.

Class Format: seminar

Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading

Prerequisites: none

Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

Not Offered Academic Year 2017

SEM Instructor: Joel Lee

ASST 347 Tribe and State on the Afghan-Pakistan Border

Crosslistings: ANTH 347/ASST 347

One of the major challenges President Obama will face in his first term in office involves the perilous situation on the border between Afghanistan and Pakistan. While the tribes in the region are generally framed in relation to Islamic extremism, the more fundamental issue is the failure of the Afghan and Pakistani governments to exercise control over the tribes that occupy the mountainous frontier. This course will look first at the history of the Afghan and Pakistan states and of the Pushtun and Baluchi tribes that are part of, yet independent from the states that surround them. We will go on to consider the role of Islam as a political force in the region, with particular emphasis on the ways in which outside religious groups, most recently al-Qaeda, have managed to gain a foothold in the borderlands, despite the historic resistance of the tribes to outsiders of any kind. The course will also examine the efforts of, first, the Soviet Union in the 1980s and, more recently, the United States and its allies to control the borderlands, and we will conclude with a reconsideration of the geopolitical implications if Afghanistan and Pakistan prove in the end to be “failed states.” Readings will include theoretical discussions of tribe/state relations, British and Soviet era accounts of the frontier (non-fiction and fiction), ethnographies of tribal societies, and contemporary studies.

Class Format: seminar

Requirements/Evaluation: class participation, short response papers, research paper, and final exam

Prerequisites: none; open to first-year students

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements: Division 2

Not Offered Academic Year 2017

SEM Instructor: David Edwards

ASST 376(F) Zen Buddhist Visual Culture: The Path to Nirvana (W)

Crosslistings: ARTH 376/ASST 376/REL 252

This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhist teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan’s samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokiteshvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRReAS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion

Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper

Enrollment Preferences: sophomores, juniors and seniors

Enrollment Limit: 10

Expected Class Size: 8

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST or REL

Distributional Requirements: Division 1

Writing Intensive

Other Attributes: ARTH pre-1600 Courses

Not Offered Academic Year 2017

SEM Instructor: Ju-Yu Jang

ASST 384 Selected Topics in Asian American Studies (D)

Crosslistings: HIST 384/ASST 384

Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the “model minority,” legal studies, Asian Americans and the environment, and the impact of war on Asian American history.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on a series of writing assignments: four short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 10-15

Distributional Requirements: Division 1

Writing Intensive

Other Attributes: ASAM Core Courses

HIST Group F Electives - U.S. + Canada
ASST 389 The Vietnam Wars
Crosslistings: HIST 389/ASST 389/LEAD 389
This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and displacement. It is the change brought by decolonization and decades of warfare.
Class Format: seminar
Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper
Enrollment Preferences: none
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia
LEAD American Foreign Policy Leadership
Not Offered Academic Year 2017
SEM Instructor: Jessica Chapman

ASST 413T(S) History of Taiwan (W)
Crosslistings: HIST 413/ASST 413
This seminar explores the history and historical arguments that inform the "Taiwan question", one could apply to understand the 'history' contained in the diverse body of narratives from other important genres and continue with in-depth readings of narratives from other important genres including popular bardic accounts, royal biographies and court dramas ranging from c. 1000 BCE to 1500 CE.
Class Format: seminar
Requirements/Evaluation: participation in discussion, several short papers, a literature review, and a final research paper
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia
Not Offered Academic Year 2017
SEM Instructor: Anne Reinhardt

ASST 414(S) Visual Cultures of Modern South Asia (D)
Crosslistings: ARTH 418/ASST 418
This seminar explores the visual and material cultures of modern South Asia. Beginning in the late eighteenth century and moving chronologically to the present, we will examine the rise and spread of new visual technologies and spaces of display, including museums, craft practices, photography, print, and...
film, and their role in the formation of South Asia’s colonial, national, and
global identities. Topics include colonial landscapes, politics of display, craft
and nationalism, and alternative modernities. An emphasis will be also placed
on popular culture — posters, calendar art, tourist souvenirs, and Bollywood
movies and paraphernalia — and its social and performative lives, as well as
its tension and engagement with “high art.”

Class Format: seminar
Requirements/Evaluation: presentations, weekly response papers, one short
paper (4-5 pages), and one longer final paper (15-20 pages)
Prerequisites: none; however, students are encouraged to take the Arts of
South Asia, offered in the fall
Enrollment Preferences: majors
Enrollment Limit: 12
Expected Class Size: 12
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST
Distributional Requirements:
Division 1

Exploring Diversity

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Heeryoon Shin

ASST 426(F) Envisioning the South Asian City, 1700-1900 (D) (W)
Crosslistings: ARTH 426/ASST 426
This seminar explores cities in South Asia as sites of cross-cultural encounters
and power negotiations through its visual production — urban planning and
landscapeing, architecture, ritual performance, and the representations of cities
in maps, panoramas, topographic paintings, and photograph albums. What
was the relationship between a new urban identity and the city's past layers of
history? How did the visual representations reinforce and disseminate a city's
image by selectively promoting and criticizing characteristics? How did
cultural encounters create a hybrid urban space? With these questions in
mind, we will look at some of the major South Asian cities that went through
significant transformations in their urban forms between 1700-1900, such as
Delhi, Jaipur, Lucknow, Banaras, and Calcutta. We will consider not only the
distinctive visual production of each city, but also the ways in which these
cities were linked to each other through the larger political, social, and cultural
networks.

Class Format: seminar
Requirements/Evaluation: presentations, one short midterm paper (3-4
pages), and one final paper (15-20 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: some coursework in ARTH and/or ASST would be useful; or
permission of instructor
Enrollment Preferences: majors
Enrollment Limit: 12
Expected Class Size: 12
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST
Distributional Requirements:
Division 1

Exploring Diversity
Writing Intensive
Other Attributes: ARTH post-1600 Courses

Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Heeryoon Shin

ASST 460 Economic Development of China
Crosslistings: ECON 460/ASST 460
This course is an introduction to the economic development of China in the
post-1978 period. It seeks to provide an overview of the process by which
China grew from an economic backwater to the second largest economy in
the world, with a particular focus on rural development and the growing
gap between rural and urban incomes; human capital and education; and health
and gender in the Chinese context. In addition, the course has the goal of
familiarizing students with current economics research on Chinese topics and
enabling them to be informed consumers of this research.

Class Format: seminar
Requirements/Evaluation: in-class quizzes, literature critique, individual
project comprising a presentation and final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 and 255
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2

Not Offered Academic Year 2017
SEM Instructor: Jessica Leight

ASST 486 War and Remembrance in Vietnam (W)
Crosslistings: HIST 486/ASST 486/GBST 486
This seminar, which includes a required spring break field trip to Vietnam,
examines how that country’s twentieth century wars for independence
have been remembered, memorialized, and represented by the Vietnamese state,
by citizens and scholars, and by the ever-growing number of international
tourists who visit Vietnam each year. All class members are eligible to
participate in the spring break field trip at no cost. In the weeks leading up to
the trip, students will read a number of scholarly works on war and memory
that will prepare them to think critically and knowledgeably about the
representations of Vietnam’s recent past that they encounter inside
the country's borders. Students will consider the following questions: What factors
influence representations of war in Vietnam? What cultural assumptions
underlie them? What political, social, or economic purposes might they serve?

How do official memorials in state-run museums and monuments differ from
other memorials that are in the private sector? How do the representations of
Vietnam Wars differ from American memories and representations, and for
what reasons? These questions will serve as the basis for a research paper or
final project on one aspect of war and remembrance in Vietnam that students
will complete during the second half of the semester, based in part on
observations recorded during the trip.

Class Format: seminar
Requirements/Evaluation: class participation, several short writing
assignments, and a substantial final research paper or other approved final
project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History and Asian Studies majors; students with
prior coursework related to the Vietnam Wars
Enrollment Limit: 10
Expected Class Size: 10
Dept. Notes: this course can only accommodate 10 students due to the
required field trip to Vietnam, funded by the Global Initiatives Fund
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes: HIST Group B Electives - Asia
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
SEM Instructor: Jessica Chapman

ASST 488T The Pacific War in Japanese Historical Memory (W)
Crosslistings: HIST 488/JAPN 486/ASST 486
Almost seven decades after Japan’s surrender, the enduring question of how
to remember the Pacific War continues to provoke controversy both within
Japan and between Japan, South Korea, and China. This course is designed to
examine how that country’s twentieth century wars for independence have
been remembered, memorialized, and represented by the Vietnamese state,
by citizens and scholars, and by the ever-growing number of international
tourists who visit Vietnam each year. All class members are eligible to
participate in the spring break field trip to Vietnam, funded by the Global Initiatives Fund

Class Format: seminar
Requirements/Evaluation: class participation, several short writing
assignments, and a substantial final research paper or other approved final
project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: History and Asian Studies majors, and then to
students who have taken courses in History or Asian Studies
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under JAPN
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes: HIST Group B Electives - Asia

Not Offered Academic Year 2017
TUT Instructor: Eiko Siniawer

ASST 488T Gandhi: Nationalism, Philosophy, and Legacy (D) (W)
Crosslistings: HIST 488/ASST 488/GBST 486
This course studies the work and ideas of M.K. Gandhi, one of the most
influential thinkers of the non-western world. Gandhi is well known today for
his philosophy of non-violence and its application in India’s freedom struggle
as well as his influence on the work of leaders like Martin Luther King and
Nelson Mandela. Hailed as the ‘father of the Indian nation’, however, Gandhi
is not only known for his political ideas but also for his deep engagement with
aspects of everyday human behavior and morality: truth, vegetarianism, sex
and celibacy, to name just a few of his obsessive concerns which contributed
to making his broader philosophy. It is this commitment to a morally pure life
that earned him the title of ‘Mahatma’ or ‘Great Soul’ in India.

The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism,
his contemplations on moral philosophy and on his legacy in modern India.
The materials will include a combination of Gandhi’s own writings as well as
journal articles, monographs and films. The course will probe questions such
as: What was the nature of Gandhian nationalism? Did it help to integrate
the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral
philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: every other week each student will write and orally present a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work; also a final 10-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: History majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia

Not Offered Academic Year 2017
TUT Instructor: Aparna Kapadia

ASST 493(F) Senior Thesis: Asian Studies
Asian Studies senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributional Requirements:
Division 2

Fall 2016
LEC Section: 01 TBA Instructor: Li Yu

ASST 494(S) Senior Thesis: Asian Studies
Asian Studies senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributional Requirements:
Division 2

Spring 2017
LEC Section: 01 TBA Instructor: Li Yu

ASST 497(F) Independent Study: Asian Studies
Asian Studies independent study.

Class Format: independent study

Distributional Requirements:
Division 2

Fall 2016
IND Section: 01 TBA Instructor: Li Yu

ASST 498(S) Independent Study: Asian Studies
Asian Studies independent study.

Class Format: independent study

Distributional Requirements:
Division 2

Spring 2017
IND Section: 01 TBA Instructor: Li Yu

COURSES IN CHINESE (Div. I)

The department regularly offers four levels of instruction in Modern Standard Chinese (Mandarin), designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing, as well as introductory courses in Cantonese, Taiwanese, Classical Chinese, and Chinese linguistics. The course numbering system for Chinese is sequential. Students move from Chinese 101-102 to 201, 202, 301, 302, 401, 402, and if appropriate, 403, 404, 405 and 406. 19 Independent study (Chinese 497, 498) may be offered depending on student needs and available resources. Those students entering with proficiency in Chinese should see the Coordinator concerning placement. The department also offers courses on Chinese literature and culture in English translation for students who wish to become acquainted with the major achievements in Chinese literary, intellectual and cultural history. For the purpose of the distribution requirement, all courses in Chinese are considered Division I unless otherwise noted.

STUDY ABROAD

Students majoring in Chinese are strongly encouraged to study in mainland China or Taiwan during one or both semesters of their junior year, during the summer, or over Winter Study. It is important that students interested in any of these options consult as early as possible with the department and the Dean’s Office concerning acceptable programs.

CHIN 101(F) Basic Chinese (D)

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices.

Class Format: for spoken classes dialog performance, drills, communicative exercises; for written classes oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Extra Info: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken.

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements:
Division 1
Exploring Diversity

Fall 2016
LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:55 AM 09:45 AM
Instructor: Cornelius Kubler

LEC Section: 02 MWF 10:00 AM 10:50 AM TR 09:55 AM 10:45 AM
Instructor: Cornelius Kubler

CHIN 102(S) Basic Chinese (D)

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively. This is an EDI course. Throughout the course we will address issues of how cultural differences inform and are informed by different linguistic contexts and practices.

Class Format: for spoken classes dialog performance, drills, communicative exercises; for written classes oral reading, questions and discussion in Chinese, translation and explanation in English

Requirements/Evaluation: evaluation is based on classroom performance, homework, quizzes, unit tests, and an oral and written final exam

Extra Info: students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken.

Prerequisites: none

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements:
Division 1
Exploring Diversity

Spring 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:55 AM 09:45 AM
Instructor: Cecilia Chang

LEC Section: 02 MWF 10:00 AM 10:50 AM TR 09:55 AM 10:45 AM
Instructor: Cecilia Chang

CHIN 121(F) Basic Written Chinese: Accelerated Track

The goal of this course is to help students with prior background in Spoken Chinese to develop reading and writing skills in basic Chinese. The target audience of this course is students who already know how to speak Mandarin Chinese through high school, Chinese weekend schools, self-study, or home, but who struggle to learn the basic reading and writing skills. The course introduces the basics of the Chinese Writing System (including information on radicals, character components, and stroke order) and helps students reach the basic literacy level of 300 commonly used characters (approximately 700 common words). By the end of the course, students will be able to read simple stories and write short notes. The course is conducted in Chinese and emphasizes the parallel development of listening, speaking, reading, writing, and cultural skills.

Class Format: reading/discussion

Requirements/Evaluation: quizzes, homework, class preparation and participation, one midterm, and one written final

Prerequisites: basic speaking proficiency in Chinese or instructor's permission

Enrollment Limit: none

Expected Class Size: 12

Distributional Requirements:
Division 1

Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM
Instructor: Mingming Liu

CHIN 131(S) Basic Cantonese

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong
It is, however, a notion that is more fiction than fact, one story of many that can be told about the area we now call China. This course is organized around a number of topics ranging across different periods and cultures in China, including the following: language, protest, order (and disorder), commerce, the supernatural, reclusion, individualism, and beauty. Lectures and discussions will focus on texts from a wide range of time periods and genres, from ancient poems to modern films, from Buddhist sutras to the writings of Mao Zedong. This course functions as an EDI course in a number of ways. Throughout, we will compare the different cultures broadly considered Chinese to understand the ways in which they interacted, influenced each other, and came into conflict. We will also examine issues of power and privilege as we analyze how different interests used cultural structures and products to gain and maintain their power in society. No previous knowledge of China or Chinese expected. All readings in English.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on attendance, in-class participation, oral presentations, two short response papers, and one final research paper
Prerequisites: none; no Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all
Enrollment Preferences: Chinese or Asian Studies majors, and then to sophomores and juniors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Christopher Nugent

CHIN 223 Ethnic Minorities in China: Past and Present (D)
Crosslistings: CHIN 223/ANTH 223
By 2000, of the 1.3 billion population of China, more than 100 million were ethnic minorities (shaoshu minzu). Most of these reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of minzu; government policy toward the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about “foreigners” and “barbarians”; ideas of “diversity,” “unity,” and “sinification,” and the roles that “barbarians” have played in China’s long history. All readings will be in English. This is an EDI course. We will explore various meanings of “diversity” and “being ethnic” in the Chinese context and compare them with students’ own experiences through class discussions and an essay assignment.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on attendance, in-class participation, oral presentations, two short response papers, and one final research paper
Prerequisites: none; no Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all
Enrollment Preferences: Chinese or Asian Studies majors, and then to first-year students
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under CHIN
Distributional Requirements: Division 2
Other Attributes: ASAM Related Courses
GBST East Asian Studies Electives

Not Offered Academic Year 2017
CHIN 227(S) Made in China or Making “China?”: Twentieth-Century Chinese Perfor mative Culture
Crosslistings: CHIN 227/COMP 227/THEA 227
This course explores the ways in which twentieth-century Chinese performative culture fashioned our contemporary understanding of “China.” Starting with Chinese hybrid theatres staged in the US, Japan, and semicolonial Shanghai in the early 1900s and ending with the 2008 Beijing Olympic Opening Ceremonies, this course examines performative works drawn from the breadth of an expanded 20th century; including film, spoken drama, intercultural reproductions of Peking and Kun Operas, revolutionary and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed “China” on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as “traditional culture” and a “national essence” in the early 20th century; and how agents of Chinese performance, as makers of imagery, social assets and threats to real-life arbiters of power. The class will be structured around the themes of “Inventing Tradition on the World Stage.” “Acting the Right Part,” and “Performing the Nation.” Students will learn to engage performances as cultural texts embedded in national and intercultural relations, between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc. This course meets the aims of the Exploring Diversity Initiative by fostering an empathetic understanding of various groups within China and their relationships with “disease,” and by questioning the power and privilege inherent within such categories as “rural” and “urban,” “science” and “literature,” and “East” and “West.”

Class Format: lecture/discussion
Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project
Prerequisites: none
Enrollment Preferences: students who major or plan to major in Chinese and/or Asian Studies
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Man He

CHIN 228 Traditional Chinese Poetry (D) (W)
Crosslistings: CHIN 228/COMP 228
Poetry was the dominant form of literature in China for most of the pre-modern period. It could be used to justify the overthrow of dynasties or to court a beloved; Chinese poets sang about communing with the gods and about brewing ale, sometimes in the same poem. In this course we will read and discuss poems from the 2000 years of the Chinese literary tradition. Some of the issues we will explore include the ways in which poems present the world and make arguments about it; how Chinese poets construct different notions of the self through their poems; and how poetry can give voice to conflicts between aesthetics and morality, between the self and the community, and between the state and other sources of social capital. We will also look at Chinese theories of literature and poetry and compare them with dominant Western models. This is an EDI course and we will be concerned throughout with the ways in which Chinese and other cultures thought about and utilized poetry. We will examine the implicit biases inherent in the ways Western scholars in particular have analyzed and translated Chinese poetry. All readings in English translation.

Class Format: lecture/discussion
Requirements/Evaluation: numerous short response papers, two longer papers (1700-2300 words), and a final exam; participation in class discussions required
Prerequisites: none; no previous experience with poetry or Chinese required
Enrollment Preferences: Chinese majors; open to all
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1

Expanding Diversity
Writing Intensive

Not Offered Academic Year 2017
LEC Instructor: Christopher Nugent

CHIN 253(F) "Disease" in Modern Chinese Literature and Culture (D)
Crosslistings: CHIN 253/COMP 254/GWS 255
From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "disease" and related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease", the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the intersection between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc. This course meets the aims of the Exploring Diversity Initiative by fostering an empathetic understanding of various groups within China and their relationships with "disease," and by questioning the power and privilege inherent within such categories as "rural" and "urban," "science" and "literature," and "East" and "West.

Class Format: lecture/discussion
Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGS; meets Division 1 requirement if registration is under COMP or CHIN
Distributional Requirements: Division 1

Expanding Diversity

Fall 2016
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Man He

CHIN 301(F) Upper-Intermediate Chinese (D)
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin. This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.

Class Format: lecture/discussion/reading
Requirements/Evaluation: evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHIN 202 or permission of instructor
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1

Expanding Diversity

Fall 2016
LEC Section: 01 MWF 11:00 AM 11:50 AM TR 11:20 AM 12:10 PM Instructor: Mingming Liu

CHIN 302(S) Upper-Intermediate Chinese (D)
The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. Conducted in Mandarin. This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.

Class Format: drill/discussion/reading
Requirements/Evaluation: evaluation will be based on classroom performance, short essays, homework, quizzes, tests, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHIN 301 or permission of instructor
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1

Expanding Diversity

Spring 2017
LEC Section: 01 MWF 11:00 AM 11:50 AM TR 11:20 AM 12:10 PM Instructor: Mingming Liu

CHIN 352 Bridging Theory and Practice: Learning and Teaching Chinese as a Second Language
This course introduces students to the principles of second language acquisition (SLA), a field of study that investigates how people learn a foreign language and provides a basis for understanding research related to foreign language learning and teaching. Theoretical issues to be covered include what it means to know a language, how one becomes proficient in a foreign language, factors that affect the learning process, and the role of one's native language, factors that affect the learning process, and the role of one's native
language. We will also examine what SLA research has discovered about teaching grammar, pronunciation, vocabulary, and writing. The goal is to improve their own learning of Chinese and those who plan to teach or conduct research on Chinese. All readings in English with some examples in Chinese.

Class Format: lecture and discussion

Requirements/Evaluation: evaluation will be based on class participation, several oral presentations and short papers, and a final research project

Prerequisites: CHIN 101 or permission of instructor

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements: Division 1

Other Attributes: EXPE Experiential Education Courses

Not Offered Academic Year 2017

LEC Instructor: Cecilia Chang

CHIN 401(F) Advanced Chinese (D)

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. Conducted in Mandarin. This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHIN 302 or permission of instructor

Enrollment Limit: none

Expected Class Size: 14

Distributional Requirements:

Division 1

Exploring Diversity

Fall 2016

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Man He

CON Section: 02 W 01:10 PM 02:00 PM Instructor: Man He

CON Section: 03 W 02:10 PM 03:00 PM Instructor: Man He

CHIN 402(S) Advanced Chinese (D)

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. Conducted in Mandarin. This is an EDI course. In addition to involving immersion in a classroom Chinese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in China and the US.

Class Format: two 75-minute classes plus a conversation session

Requirements/Evaluation: evaluation will be based on classroom performance, short essays every other week, homework, quizzes, tests, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHIN 401 or permission of instructor

Enrollment Limit: none

Expected Class Size: 14

Distributional Requirements:

Division 1

Exploring Diversity

Spring 2017

LEC Section: 01 MR 01:10 PM 02:35 PM Instructor: Man He

CON Section: 02 W 01:10 PM 02:00 PM Instructor: Man He

CON Section: 03 W 02:10 PM 03:00 PM Instructor: Man He

CHIN 404 Advanced Readings in Chinese Cultural and Social Issues

Using selections from Chinese literary works, as well as journalistic and academic articles, this advanced reading course is designed to further develop students' abilities to analyze and discuss in Mandarin complex ideas related to Chinese cultural and social issues. Acquisition of specialized vocabulary and improving proficiency in formal discourse, both oral and written, are two primary aims of this course.

Class Format: two 75-minute classes plus a conversation session; primarily reading and discussion

Requirements/Evaluation: evaluation based on classroom performance, homework, quizzes, tests, and a final project

Prerequisites: CHIN 402 or permission of instructor

Enrollment Preferences: Chinese majors

Distributional Requirements:
"Liberated" by the development of written vernacular Chinese yet "framed" by the concerns of mass media, Chinese intellectuals, via their mediated eyes and experimental pens, interpreted China from an array of perspectives in the first half of the 20th century, creating linguistic norms, genre hierarchies, and cultural modernities in the process. This literature course, taught in Chinese, takes a thematic approach to study how China's media culture complicated the canonization of modern Chinese literature and the practices of literary modernity. We will closely read selections from a broad range of modern literary texts written by influential male and female writers from the 1890s to the 2000s, including short stories, proses, plays, "miscellaneous writings" (zawen), biographies, and newspaper advertisements. Through class discussions, response papers, and individual projects, this course will not only enhance proficiency in modern Chinese, but also help students to develop analytical abilities, both oral and written, to discuss, critique, and embrace modern Chinese literature as aesthetic, intellectual, and cultural expressions. Students will come away from this course cognizant of the general development of modern Chinese language and familiar with many of the key texts of Chinese literature from the 20th century.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** based on class performance, quizzes, three short response papers in Chinese, and a final project consisting of a 8-10 minute recorded multimedia piece

**Prerequisites:** CHIN 402 or permission of instructor

**Enrollment Preferences:** Chinese or Asian Studies majors

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:** Division 1

**Other Attributes:** FMST Related Courses

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**Not Offered Academic Year 2017**

**SEM** Instructor: Man He

**CHIN 422T**

**Old Shanghai, New Shanghai (W)**

Once nicknamed as “Parts of the East,” Shanghai, now a megacity with a population of 25 million, is the industrial, commercial and financial center of contemporary China. Shanghai is often depicted as a metropolis that marked the beginning of China’s modernity and urban culture. People from other regions in China see Shanghai as a place of opportunities, but characterize its people as astute and shrewd, cocky and unwelcoming. Foreigners, however, find the city appealing and its people open-minded. Jews fleeing Nazi persecutions during WWII, found Shanghai to be a “paradise of ghetto” that provided the only haven of survival. For local people, there have always been two Shanghai: an old one and a new one. They are proud of the new Shanghai but constantly nostalgic about the old one. This tutorial examines the multifaceted city of Shanghai and its people from historical and cultural perspectives. We will look at the city’s history (from the late nineteenth century to present day), its local language and culture, and everyday life of the people (including migrants and foreigners) living in it. The central ideas we will explore are “modernity” and “regional identity.” We will investigate how these theoretical constructs play out in the making of the city of Shanghai and the formation of its unique local identity. Course readings include historical and cultural studies as well as documentaries in English about Shanghai, and primary sources in Chinese in a wide range of genres including fiction, essays, and films. The course is conducted in Chinese. Students will be able to not only improve their reading and writing skills in Chinese, but also come away with a critical understanding about China’s regional cultures and one of its most important metropolitan cities. We will meet once a week, half of the class time for discussion, half for reading. In addition, each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted.

**Class Format:** tutorial

**Requirements/Evaluation:** attendance and participation, 5 short papers and 5 critiques, 1 final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** Chinese 402 or permission of instructor

**Enrollment Preferences:** current or prospective Chinese or Asian Studies majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

**Writing Intensive**

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**Not Offered Academic Year 2017**

**TUT** Instructor: Li Yu

**CHIN 431(S)**

**Introduction to Chinese Linguistics**

Is Chinese—whose nouns "lack" number and whose verbs have no tense—a monosyllabic, "primitive" language? Are the Chinese characters a system of logical symbols or "ideographs," which indicate meaning directly without regard to sound? And should (and could) the characters be done away with and alphabetized? Are Cantonese, Hakka, and Taiwanese dialects or languages? And what is the relationship between Chinese, Japanese, Korean, and Vietnamese? These are some of the questions we will be taking up in this one-semester introduction to the scientific study of the Chinese language.

Topics to be covered include: the phonological, syntactical, and lexical structure of Modern Standard Chinese; the Chinese writing system; the modern Chinese dialects; the history of the Chinese language; sociolinguistic aspects of Chinese; and language and politics in various Chinese-speaking societies. Readings in English and Chinese, with class discussion in Mandarin and/or English depending on student proficiency levels in a given year.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on classroom performance, homework, two short papers, and one longer paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** CHIN 302 or permission of instructor; no prior background in linguistics required

**Enrollment Preferences:** current or prospective Chinese or Asian Studies majors

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**CHIN 493(F)**

**Senior Thesis: Chinese**

**Chinese senior thesis.**

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Distributional Requirements:** Division 1

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**CHIN 494(F)**

**Senior Thesis: Chinese**

**Chinese senior thesis.**

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Distributional Requirements:** Division 1

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**CHIN 497(F)**

**Independent Study: Chinese**

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**Class Format:** independent study

**Distributional Requirements:** Division 1

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**CHIN 498(S)**

**Independent Study: Chinese**

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**Class Format:** independent study

**Distributional Requirements:** Division 1

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**COURSES IN JAPANESE**

The department regularly offers four levels of language instruction in Modern Japanese, designed to enable the student to become proficient in aural comprehension, speaking, reading, and writing. Courses on Japanese literature in translation and film are also offered. The course numbering system is sequential. Students move from Japanese 101-102 to 201, 202, 301, 302, 401, 402 and, if appropriate, 403, 404, 405 and 406. Independent study (Japanese 497, 498) may be offered for students who have completed 402 or the equivalent, depending on student needs and available resources. Students interested in pursuing independent study must contact the Coordinator of the Japanese Program one semester in advance and present a proposal to the professor with whom they wish to study by the first day of pre-registration week. Those students entering with proficiency in Japanese should see the Coordinator concerning placement. For the purpose of the distribution requirement, all courses in Japanese are considered Division I unless otherwise noted.

**STUDY ABROAD**

Students majoring in Japanese are encouraged to consider study in Japan at some point in their Williams career—during one or both semesters of their junior year, during the summer, or over Winter Study. It is important that students interested in any of these options consult carefully with the department and the Dean’s Office starting at an early date.

**JAPN 101(F)**

**Elementary Japanese (D)**

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers.
The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video, and computer—assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture. This is an EDI course.

Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.

Class Format: fact classes, three hours per week; act classes three hours per week
Requirements/Evaluation: evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam
Extra Info: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1
Exploring Diversity

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Mamoru Hatakeyama
CON Section: 02 MWF 11:00 AM 11:50 AM Instructor: Kasumi Yamamoto
CON Section: 03 MWF 12:00 PM 12:50 PM Instructor: Kasumi Yamamoto

JAPN 102(S) Elementary Japanese (D)

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video, and computer—assisted learning materials will be used to facilitate learning.

Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture. This is an EDI course. Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.

Class Format: fact classes, three hours per week; act classes three hours per week
Requirements/Evaluation: evaluation will be based on daily classroom performance, homework, quizzes, a midterm, and a final exam
Extra Info: students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken
Prerequisites: JAPN 101
Enrollment Limit: none
Expected Class Size: 20
Distributional Requirements: Division 1
Exploring Diversity

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Jinhwa Chang
CON Section: 02 MWF 11:00 AM 11:50 AM Instructor: Kasumi Yamamoto
CON Section: 03 MWF 12:00 PM 12:50 PM Instructor: Kasumi Yamamoto

JAPN 130 Intro. to Linguistic Analysis

This course examines the nature of human language and its structural patterns. Students will be introduced to linguistic methods for analyzing speech sounds (phonetics and phonology), word and sentence structures (morphology and syntax) and meaning (semantics) through data/problem sets of various languages, including English and Asian languages, such as Japanese and Chinese. The methods will be further used to analyze linguistic phenomena in cross-linguistic, historical and social contexts, and can be applied to languages of students' interest.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on class discussions/exercises, assignments, and exams
Prerequisites: none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all students
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 1
Other Attributes: COGS Interdepartmental Electives
Not Offered Academic Year 2017
LEC Instructor: Sayaka Abe

JAPN 131(S) Introduction to Japanese Linguistics

This course is an introduction to the basic ideas and methodology of linguistics. We learn how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meanings (semantics and pragmatics). Other topics, such as first language acquisition and language variations, may be discussed as needed. Although we use Japanese as the primary target data throughout the course, we occasionally look at data from other languages for further application of linguistic methodology and for the better understanding of cross-linguistic variations and underlying universality across languages. Classes are conducted in English.

Class Format: lecture
Requirements/Evaluation: class discussion, reading assignments (as preparation for class), written assignments (exercises), mid-term and final exam
Prerequisites: no background knowledge of Japanese or linguistics is required; open to all students who are interested in Japanese language or language in general
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Mamoru Hatakeyama

JAPN 153 Japanese Film

Crosslistings: COMP 153/JAPN 153
From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translated or subtitled. All levels welcome.

Class Format: lecture
Requirements/Evaluation: attendance, participation, some responses, two papers (5-7 pages), test
Prerequisites: none
Enrollment Preferences: students majoring in a related field
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: FMST Core Courses
Not Offered Academic Year 2017
LEC Instructor: Christopher Bolton

JAPN 201(F) Intermediate Japanese (D)

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose. This is an EDI course. Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.

Class Format: fact classes, three hours per week; act classes three hours per week
Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 101-102 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
Distributional Requirements: Division 1
Exploring Diversity

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Mamoru Hatakeyama
CON Section: 02 MWF 09:00 AM 09:50 AM Instructor: Jinhwa Chang
CON Section: 03 MWF 10:00 AM 10:50 AM Instructor: Jinhwa Chang

JAPN 202(S) Intermediate Japanese (D)

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose. This is an EDI course. Throughout the course we will address issues of how cultural difference inform and are informed by different linguistic contexts and practices.

Class Format: fact classes, three hours per week; act classes three hours per week
Requirements/Evaluation: evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam
Prerequisites: JAPN 201 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
Distributional Requirements: Division 1
Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Kasumi Yamamoto
CON Section: 02 MWF 09:00 AM 09:50 AM Instructor: Jinhwa Chang
CON Section: 03 MWF 10:00 AM 10:50 AM Instructor: Jinhwa Chang

JAPN 217 Early Modern Japan
Crosslistings: HIST 217/JAPN 217/ASST 217

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. The course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distribution Notes: meets Division 2 requirement if registration is under JAPN
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC Instructor: Eiko Siniawer

JAPN 218(F) Modern Japan
Crosslistings: HIST 218/JAPN 218/ASST 218

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. The course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan's encounters with "the West" have shaped the country's political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30
Distribution Notes: meets Division 2 requirement if registration is under JAPN
Distributional Requirements: Division 2
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Eiko Siniawer

JAPN 219(S) Japanese Culture and History from Courtiers to Samurai and Beyond (D)
Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219

This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elite in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Texts taught by faculty from History and Comparative Literature, with original, creative readings of the literary texts

Prerequisites: none; open to all
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Christopher Bolton

JAPN 255 Love and Death in Modern Japanese Literature (D)
Crosslistings: COMP 255/JAPN 255

premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: students majoring or considering a major in a related field
Enrollment Limit: 40
Expected Class Size: 30
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2
Exploring Diversity

Spring 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructors: Christopher Bolton, Eiko Siniawer

JAPN 231 Survey of Linguistic Diversity: Meaning, Context and Communication
Crosslistings: JAPN 231/ANTH 231

This course explores ways in which human experiences, including vision, space, emotion and interpersonal awareness are encoded similarly or differently between Western and Asian languages. The course centers around two core areas of linguistics, semantics (study of meaning) and pragmatics (study of meaning in context and use), which are discussed from cognitive, cultural and social perspectives. Discussion topics include: grammar and cognition, lexicon and culture, conceptual metaphor, honorific systems, communicative strategies, and theories of politeness. Lectures and in-class activities will primarily focus on two typologically distant languages, English and Japanese, for comparison. Reading materials may include data from other languages as well, and students may work on languages of their interest for selected assignments.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on class discussions/exercises, assignments and exams
Prerequisites: some knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under ANTH
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC

JAPN 254 Beauty, Danger, and the End of the World in Japanese Literature
Crosslistings: COMP 254/JAPN 254

From the endemic warfare of the medieval era to the atomic bombing and the violent explosion of technology in the last century, the end of the world is an idea which has occupied a central place in almost every generation of Japanese literature. Paradoxically, the spectacles of destruction has given birth to some of the most beautiful, most moving, and most powerfully thrilling literature in the Japanese tradition. Texts may be drawn from medieval war narratives like The Tale of the Heike; World War II fiction and films by Ibuse Masumichi, Imai Shōhei, and Ichikawa Kon; fantasy and science fiction novels by Abe Kiōko, Murakami Haruki and Murakami Ryû; apocalyptic comics and animation by Oshii Mamoru, Ótomo Katsuhiro, and others. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Class Format: lecture/discussion
Requirements/Evaluation: in-class exam, ungraded creative project, and a few short response assignments, plus two 5- to 7-page papers emphasizing original, creative readings of the literary texts
Prerequisites: none; open to all
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Christopher Bolton
One thing that surprises many first-time readers of modern Japanese fiction is its striking similarity to Western fiction. But equally surprising are the intriguing differences that lie concealed within that sameness. This course investigates Japanese culture and compares it with our own by reading Japanese fiction about two universal human experiences—love and death—and asking what inflections Japanese writers give these ideas in their work. The course begins with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and that still feature prominently in Japanese popular culture, from comics to TV dramas. From there we move on to novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave films and the readings are in English.

Class Format: seminar/lecture/discussion
Requirements/Evaluation: in-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing responses, assignments, one test, two 5-page papers, and an ungraded creative project
Prerequisites: none; no familiarity with Japanese language or culture is required
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1
Enrollment Preferences: none; no familiarity with Japanese language or culture is required
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2017
SEM Instructor: Christopher Bolton

JAPN 256 Confession and Deception in Japanese Literature
Crosslistings: COMP 266/JAPN 256
Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth- and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; and the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shônagon and Lady Nijö, through autobiographical and confessional novels by Sôseki, Tanizaki, Mishima, and Abe Kôbô, to documentary and subculture films like The New God and Kamikaze Girls. The class and the readings are in English; no familiarity with Japanese language or culture is required.

Class Format: seminar
Requirements/Evaluation: attendance and participation, 2 or 3 short response assignments, one test, two 5-page papers, and an ungraded creative project
Prerequisites: none; no familiarity with Japanese language or culture is required
Enrollment Preferences: students majoring or considering a major in Comparative Literature
Expected Class Size: 25
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2017
SEM Instructor: Christopher Bolton

JAPN 260 Japanese Theatre and its Contemporary Context
Crosslistings: JPN 260/JAPN 260
Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (nōgaku, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved?

All readings and discussion will be in English.
Class Format: lecture/discussion
Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper
Prerequisites: none; open to all
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2017
LEC Instructor: Shinko Kagaya

JAPN 270 Japanese Art and Culture (D)
Crosslistings: ARTH 270/JAPN 270
This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of ceremonial, ritual, and advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave films and the readings are in English.

Class Format: seminar/lecture/discussion
Requirements/Evaluation: in-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing responses, assignments, one test, two 5-page papers, and an ungraded creative project
Prerequisites: none; no familiarity with Japanese language or culture is required
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1
Enrollment Preferences: none; no familiarity with Japanese language or culture is required
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2017
LEC Instructor: Shinko Kagaya

JAPN 271 Transitional Japanese Literature into the Twentieth Century
Crosslistings: JAPN 271/COMP 269
After more than two centuries of National Seclusion, Japan's modern era began suddenly in the middle of the nineteenth century, with the unexpected arrival of Commodore Perry, the destabilization of the 250-year old shogunal government, and the violent restoration of Imperial rule. Rapid and radical changes followed in every aspect of society, from fashion to philosophy. This course will explore how such changes have been expressed through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, interpreted, and rejected expectations of the old and the new. All readings and discussions will be in English.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on active class participation, presentations, written journals, two short and one longer paper
Prerequisites: none; open to all
Enrollment Preferences: majors first and then seniors and juniors
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2017
SEM Instructor: Shinko Kagaya

JAPN 274T Confronting Japan (W)
Crosslistings: JAPN 274T/COMP 274
This tutorial looks into confrontations, within Japan and across its borders, how such confrontations are perceived, handled and narrated, and what they tell us about Japanese society. Through literature and other media, we will probe domestic issues, such as gender/economic disparities, aging, minorities, suicide, reclusion and post-3-11 recovery, and international issues, related to Japan's shifting roles within East Asia and beyond. Discussions will unchallenge the conflicting perspectives, and elaborate the thoughts and feelings of the various contestants. All readings and discussions will be in English. Some course materials will also be available in Japanese, for those interested. As this tutorial actively explores diversity of human thought, and the contexts that create such diversity, this is an EDI course.

Class Format: tutorial
Requirements/Evaluation: 4- to 5-page papers and 2-page critiques (in alternating weeks), and one final report at the culmination of the course
Extra Info: not available for the fifth course option
Prerequisites: sophomore standing or higher
Enrollment Preferences: Japanese majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive
Not Offered Academic Year 2017
TUT Instructor: Shinko Kagaya

JAPN 276(S) Premodern Japanese Literature and Performance
Crosslistings: JAPN 276/JAPN 276
This course is a survey of traditional Japanese painting, sculpture, architecture, woodblock prints, and decorative arts. Special attention will be paid to the developments in artistic style and subject matter in the contexts of ceremonial, ritual, and advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave films and the readings are in English.

Class Format: seminar/lecture/discussion
Requirements/Evaluation: in-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing responses, assignments, one test, two 5-page papers, and an ungraded creative project
Prerequisites: none; no familiarity with Japanese language or culture is required
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1
Enrollment Preferences: none; no familiarity with Japanese language or culture is required
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives
Not Offered Academic Year 2017
LEC Instructor: Shinko Kagaya
Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and the majority of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of premodern literary traditions in contemporary performing arts.

### Class Format:
Lecture/discussion

### Requirements/Evaluation:
Active class participation, presentations, written journals, two essay questions, one paper, and attendance of live performance events.

**Prerequisites:** None; open to all

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Other Attributes:**
- GBST East Asian Studies Electives
- PERF Interdepartmental Electives

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### JAPN 301(F) Upper-Intermediate Japanese (D)

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three 75-minute classes

**Requirements/Evaluation:** Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

**Prerequisites:** JAPN 202 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

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### JAPN 302(S) Upper-Intermediate Japanese (D)

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three 75-minute classes

**Requirements/Evaluation:** Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

**Prerequisites:** JAPN 301 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

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### JAPN 401(F) Advanced Japanese (D)

A continuation of Japanese 301 and 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students. This is an EDI course. In addition to involving immersion in a Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three 75-minute classes

**Requirements/Evaluation:** Evaluation will be based on daily performance, homework, quizzes and projects (presentations).

**Prerequisites:** JAPN 302 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 8

**Distributional Requirements:** Division 1

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### JAPN 402(S) Advanced Japanese (D)

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students. This is an EDI course. In addition to involving immersion in a Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three 75-minute classes

**Requirements/Evaluation:** Evaluation will be based on daily performance, homework, quizzes and projects (presentations).

**Prerequisites:** JAPN 401 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 8

**Distributional Requirements:** Division 1

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### JAPN 403 Advanced Seminar in Japanese I (D)

This course provides advanced training in listening, speaking, reading, and writing Japanese, focusing on current issues in Japan. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three hours per week

**Requirements/Evaluation:** Evaluation will be based on classroom performance, homework, quizzes and projects.

**Prerequisites:** JAPN 402 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 5

**Distributional Requirements:** Division 1

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### JAPN 404 Advanced Seminar in Japanese II (D)

This course is designed for advanced Japanese language students. The goal is for students to be able to carry on extended discourse—such as a discussion, a speech, or an interview—in a culturally appropriate manner; to read authentic materials with ease; and to make presentations and write

countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

**Class Format:** Lecture/discussion

**Requirements/Evaluation:** Evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scored final exam or research paper.

**Prerequisites:** None; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Exploring Diversity**

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### Not Offered Academic Year 2017

LEC Instructor: Eiko Siniawer

**JAPN 301(F) Upper-Intermediate Japanese (D)**

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three 75-minute classes

**Requirements/Evaluation:** Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

**Prerequisites:** JAPN 202 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

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### JAPN 302(S) Upper-Intermediate Japanese (D)

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three 75-minute classes

**Requirements/Evaluation:** Evaluation will be based on daily performance, homework, quizzes, a midterm, and a final exam.

**Prerequisites:** JAPN 301 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

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### JAPN 401(F) Advanced Japanese (D)

A continuation of Japanese 301 and 302, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students. This is an EDI course. In addition to involving immersion in a Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three 75-minute classes

**Requirements/Evaluation:** Evaluation will be based on daily performance, homework, quizzes and projects (presentations).

**Prerequisites:** JAPN 302 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 8

**Distributional Requirements:** Division 1

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### JAPN 402(S) Advanced Japanese (D)

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students. This is an EDI course. In addition to involving immersion in a Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three 75-minute classes

**Requirements/Evaluation:** Evaluation will be based on daily performance, homework, quizzes and projects (presentations).

**Prerequisites:** JAPN 401 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 8

**Distributional Requirements:** Division 1

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### JAPN 403 Advanced Seminar in Japanese I (D)

This course provides advanced training in listening, speaking, reading, and writing Japanese, focusing on current issues in Japan. This is an EDI course. In addition to involving immersion in a classroom Japanese environment, much of our focus will be on the ways that various cultural issues are perceived and addressed differently (and, in many instances, in similar ways) in Japan and the US.

**Class Format:** Three hours per week

**Requirements/Evaluation:** Evaluation will be based on classroom performance, homework, quizzes and projects.

**Prerequisites:** JAPN 402 or permission of instructor

**Enrollment Limit:** None

**Expected Class Size:** 5

**Distributional Requirements:** Division 1

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### JAPN 404 Advanced Seminar in Japanese II (D)

This course is designed for advanced Japanese language students. The goal is for students to be able to carry on extended discourse—such as a discussion, a speech, or an interview—in a culturally appropriate manner; to read authentic materials with ease; and to make presentations and write
research papers on issues of interest. The course will focus on current social, cultural, educational, and political issues in Japan. This course, which is conducted entirely in Japanese, has the EDI designation since students are immersed in a Japanese language environment and the course materials will involve critical thinking and discussion of two diverse cultures, Japan and the U.S.

Class Format: three hours per week
Requirements/Evaluation: evaluation will be based on daily classroom performance, homework, quizzes, and projects
Prerequisites: JAPN 403 or permission of instructor
Enrollment Limit: none
Expected Class Size: 5
Distributional Requirements:
- Division 1
- Exploring Diversity

Not Offered Academic Year 2017
SEM Instructor: Shinko Kagaya

JAPN 405 Thematic Reading and Writing in Japanese I (D)
This course is designed for the advanced students of Japanese who want to develop their reading and writing skills intensively. Students will be exposed to various genres of readings on the themes of modern and pre-modern Japanese society in contrast to those of the U.S. Research and writing skills will be developed in conjunction with student projects. This course also aims to develop a high level of speaking proficiency through discussion and narrative discourse. This is an EDI course because students are immersed in a Japanese environment in class and will learn how to express their ideas and opinions using Japanese discourse patterns both in texts and dialogues. This requires reflective thinking over different cultural perspectives between Japan and the U.S. or whatever cultural heritage each student may have.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on daily preparation and in-class performance, a weekly journal, and a final research paper
Prerequisites: any one of JAPN 400-level courses or permission of instructor; open to all
Enrollment Preferences: JAPN majors and then seniors and juniors
Enrollment Limit: 5
Expected Class Size: 5
Distributional Requirements:
- Division 1
- Exploring Diversity

Not Offered Academic Year 2017
SEM Instructor: Kasumi Yamamoto

JAPN 406 Thematic Reading and Writing in Japanese II (D)
This course is designed for the advanced students of Japanese who want to develop their reading and writing skills intensively. Students will be exposed to various genres of readings on the themes of modern and pre-modern Japanese society in contrast to those of the U.S. Research and writing skills will be developed in conjunction with student projects. This course also aims to develop a high level of speaking proficiency through discussion and narrative discourse. This is an EDI course because students are immersed in a Japanese environment in class and will learn how to express their ideas and opinions using Japanese discourse patterns both in texts and dialogues. This requires reflective thinking over different cultural perspectives between Japan and the U.S. or whatever cultural heritage each student may have.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on daily preparation and in-class performance, a weekly journal, and a final research paper
Prerequisites: any one of JAPN 400-level courses or permission of instructor; open to all
Enrollment Preferences: JAPN majors, then seniors and juniors
Enrollment Limit: 5
Expected Class Size: 5
Distributional Requirements:
- Division 1
- Exploring Diversity

Not Offered Academic Year 2017
SEM Instructor: Miki Yagi

JAPN 407(T) An Exploration of Japanese Language and Culture (W)
Language is the primary means for human beings to lead social lives and it expresses, embodies and symbolizes cultural and social reality. This tutorial will examine the intertwining ways in which the Japanese language reflects the patterns of life and intrinsic beliefs of Japanese, while exploring how this linguistic code influences and shapes the ways Japanese think. We will look into the following topics: polite languages and the variety of personal pronouns in order to examine how the hierarchical structure of Japanese society is reflected in them. Also, we will explore women's speech, youth and queer Japanese to discuss social and gender identities and the role of linguistic stereotypes in manga, anime and TV dramas as well as the "easy Japanese movement," which depicts the shift from a monolingual to multi-lingual Japanese society. And finally, our examination will investigate the semantic and cultural losses that occur in translations from Japanese prose to English prose. The course is conducted in Japanese with materials drawn from linguistics and socio-cultural studies both in Japanese and English. Students will not only develop analytical and critical thinking, but will gain more advanced Japanese skills such as reading to understand the logic of arguments, exponent narrative, and academic presentations and writing.

Class Format: tutorial
Requirements/Evaluation: attendance and participation, 5 short papers, 5 critiques, and one final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: upper-intermediate or advanced level Japanese proficiency, or permission of instructor
Enrollment Preferences: current or perspective Japanese and Asian Studies majors
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements:
- Division 1
- Writing Intensive

Fall 2016
TUT Section: T1  TBA  Instructor: Kasumi Yamamoto

JAPN 486T The Pacific War in Japanese Historical Memory (W)
Crosslistings: HIST 486/JAPN 486/ASST 486
Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how this difficult past has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of the work of their partner.
Requirements/Evaluation: students will be evaluated on these essays and critiques, and there will be a final paper (12-15 pages) on the themes of the course
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: History and Asian Studies majors, and then to students who have taken courses in History or Asian Studies
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under JAPN
Distributional Requirements:
- Division 2
- Writing Intensive
Other Attributes:
- HIST Group B Electives - Asia

Not Offered Academic Year 2017
TUT Instructor: Elko Siniaiew

JAPN 493(F) Senior Thesis: Japanese
Japanese senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements:
- Division 1

Fall 2016
HON Section: 01  TBA  Instructor: Li Yu

JAPN 494(S) Senior Thesis: Japanese
Japanese senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements:
- Division 1

Spring 2017
HON Section: 01  TBA  Instructor: Li Yu

JAPN 497(F) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.
Class Format: independent study
Distributional Requirements:
- Division 1

Fall 2016
IND Section: 01  TBA  Instructor: Li Yu

JAPN 498(S) Independent Study: Japanese
Japanese independent study. For students who have completed Japanese 402 or the equivalent.
Class Format: independent study
Distributional Requirements:
- Division 1

Fall 2016
HON Section: 01  TBA  Instructor: Li Yu
Astronomy (DIV III)

Chair: Professor KAREN KWITTER

Professors: K. KWITTER, J. PASACHOFF, Observatory Supervisor/Senior Lecturer: S. SOUZA.

How long will the Sun shine? How do we discover Earth-like planets among the many circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astrophysics major is intended jointly with the Physics Department and the Astronomy major are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department home page can be found at astronomy.williams.edu

Astrophysics Major

The Astrophysics major is designed for students who want a rigorous introduction to the field, including not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and more. Most of the astronomy courses majors have had a second major in fields as wide ranging as mathematics, geosciences, economics, English, and art history. This major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

Major Requirements for Astrophysics

Astronomy 111 Introduction to Astrophysics
or Astronomy 101: Stars: From Suns to Black Holes
and Astronomy 202 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
or Two 400-level astronomy courses
Three 400-level courses at least one of the following:
Astronomy 211 Astronomical Observing Image Processing and Analysis
Physics 302 Statistical Physics
Physics 402 Applications of Quantum Mechanics
Physics 405 Electromagnetic Theory
Physics 411 Classical Mechanics
Physics 418 Gravity
Physics 131 Particles and Waves
or Physics 141 Particles and Waves—Enriched
or equivalent placement
Physics 142 Foundations of Modern Physics
or Physics 151 Seminar on Modern Physics
Physics 201 Electricity and Magnetism
Physics 202 Waves and Optics
Physics/Mathematics 210 Mathematical Methods for Scientists
Physics 301 Introductory Quantum Physics
Mathematics 150 Multivariable Calculus
or Mathematics 151 Multivariable Calculus
Mathematics 140 Calculus II
Mathematics 150 Multivariable Calculus
or Mathematics 151 Multivariable Calculus
or equivalent placement

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major.

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 observational, experimental, or theoretical investigation, carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work for the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major.

Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit the student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses, from 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 completing possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151, and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics, those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

Astronomy Major

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field. The Astronomy major should be adequate for understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics
or Astronomy 101: Stars: From Suns to Black Holes
and either Astronomy 102 The Solar System—Our Planetary Home
or Astronomy 104 The Milky Way Galaxy and the Universe Beyond
Two 400-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)
Two 400-level Astronomy courses
Physics 131 Particles and Waves
or Physics 141 Particles and Waves—Enriched
or equivalent placement
Physics 142 Foundations of Modern Physics
or Physics 151 Seminar on Modern Physics
Mathematics 140 Calculus II
Mathematics 150 Multivariable Calculus
or Mathematics 151 Multivariable Calculus
or equivalent placement

The total number of courses required for the Astronomy major is nine. Students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or geosciences. In recognition 145
THE DEGREE WITH HONORS IN ASTRONOMY

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work and have possession of knowledge and skills gained from any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will select two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high 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 advisors or the department chair as early as possible.

STUDY AWAY

You can find general study-away guidelines for Astronomy/Astrophysics here.

ASTR 101(F) Stars: From Suns to Black Holes

What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? What about the recently discovered “chirp” from gravitational radiation resulting from two giant black holes merging? What about this coming summer’s total solar eclipse? Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their existence, will provide answers to these questions and more. The course gives special attention to the exciting discoveries of the past few years. Topics include modern astronomical instruments such as the Hubble Space Telescope, the Chandra X-ray Observatory, the Kepler mission to discover planets around other stars, the latest huge telescopes and some results from them; how astronomers interpret the light received from distant celestial objects; the Sun as a typical star (and how its future will affect ours); and our modern understanding of how stars work and how they change with time. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how supermassive black holes lurk at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. We will also discuss how pulsars and black holes result from the evolution of normal, massive stars and how supermassive black holes lurk at the center of galaxies and quasars. We will discuss the discovery of planets around stars other than the Sun. We will cover the historical development of humanity’s understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 2000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler Mission. We will discuss the new observations and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 104 (galaxies and cosmology), and students who have taken those courses are welcome. Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration.

Requirements/Evaluation: evaluation will be based on two hour tests, a final exam, an observing portfolio, and lab reports.

Extra Info: not available for the fifth course option.

Enrollment Limit: 30

Expected Class Size: 15

Dept. Notes: non-major course

Distributional Requirements: Division 3

Fall 2016

LEC Section: 01  TR 09:55 AM 11:10 AM  Instructor: Jay Pasachoff
LAB Section: 02  T 01:00 PM 02:30 PM  Instructor: Steven Souza
LAB Section: 03  T 02:30 PM 04:00 PM  Instructor: Steven Souza
LAB Section: 04  W 01:00 PM 02:30 PM  Instructor: Steven Souza
LAB Section: 05  W 02:30 PM 04:00 PM  Instructor: Steven Souza

Spring 2017

LEC Section: 01  TR 09:55 AM 11:10 AM  Instructor: Jay Pasachoff
LAB Section: 02  T 01:00 PM 02:30 PM  Instructor: Steven Souza
LAB Section: 03  T 02:30 PM 04:00 PM  Instructor: Steven Souza
LAB Section: 04  W 01:00 PM 02:30 PM  Instructor: Steven Souza
LAB Section: 05  W 02:30 PM 04:00 PM  Instructor: Steven Souza

ASTR 102 Our Solar System and Others

What makes Earth different from all the other planets? What has NASA's Curiosity on Mars found about Mars's past running water and suitability for life? How has knowledge about Pluto been transformed by NASA's 2015 flyby? Will asteroids or comets collide with the Earth again? What is a solar eclipse like? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and how they end their lives, will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Newton, Einstein, and others. We will discuss the discovery of over 2000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler Mission. We will discuss the new observations and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as use of other telescopes for daytime observations of the Sun.

Class Format: lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration.

Requirements/Evaluation: evaluation will be based on two hour tests, a final exam, an observing portfolio, and lab reports.

Extra Info: not available for the fifth course option.

Enrollment Limit: 48

Expected Class Size: 48

Dept. Notes: non-major course

Distributional Requirements: Division 3

Not Offered Academic Year 2017

LEC  Instructor: Marek Demianski

ASTR 104(S) The Milky Way Galaxy and the Universe Beyond

It has been less than a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless “island universes” in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered “chirp” from gravitational radiation (reported in 2016) resulting from two giant black holes merging has opened a whole different way of observing the universe and how the universe began. For example, the recently discovered “chirp” from gravitational radiation (reported in 2016) resulting from two giant black holes merging has opened a whole different way of observing the universe. Observations with those and other new telescopes on the ground and in space help to confirm and enlarge our understanding of the Big Bang. In addition, study of the early Universe (most recently from the
Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, develops clues into how the Universe's currently observed structure arose. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, develops clues into how the Universe's currently observed structure arose. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome. Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun. Observing sessions will include use of the 24-inch telescope and other telescopes for nighttime observations of stars, star clusters, planets and their moons, nebulae, and galaxies, as well as daytime observations of the Sun. This course answers that question from start to finish! In this course we undertake a survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars; ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and MATH 140 or equivalent. Spring 2017
LEC 02: TR 09:55 AM 11:10 AM Instructor: Ty Pasachoff
LAB 02: T 01:00 PM 02:30 PM 04:00 PM 07:00 PM 08:30 PM 11:00 AM Instructor: Steven Souza
LAB 03: W 01:00 PM 02:30 PM Instructor: Steven Souza
LAB 04: W 02:30 PM 04:00 PM Instructor: Steven Souza
ASTR 111(F) Introduction to Astrophysics (Q) How do stars work? This course answers that question from start to finish! In this course we undertake a survey of some of the main ideas in modern astrophysics, with an emphasis on the observed properties and evolution of stars; ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. Prerequisites: a year of high school Physics, or concurrent college Physics, or permission of instructor, and MATH 140 or equivalent. Fall 2016
LEC 01: TR 11:20 AM 12:35 PM Instructor: Karen Kwitter
LAB 02: M 01:00 PM 02:30 PM 04:00 PM 07:00 PM 08:30 PM 11:00 AM Instructor: Steven Souza
ASTR 217T Planets and Moons (W) Crosslistings: GEOS 217/ASTR 217 We live in a solar system full of wonders. Each planet and each moon is strange: different from our Earth, and different from each other. The recent flood of images and data from Mars constantly reveals new marvels—the rest of the solar system is even stranger. The U.S. put men on the moon; there are robots on Mars; and the Soviet Union landed several times on Venus. The other worlds are known only from flybys and remote images, but it's amazing what those can teach us. By focusing on recent research, we will examine how the solar system works and delve into its mysteries. Topics may include the possible Late Heavy Bombardment of the moon, runaway greenhouse on Venus, water on Mars, hidden oceans on Europa, and the methane weather cycle on Titan.
Class Format: lecture/discussion, observing sessions, and five labs per semester
Expected Class Size: 20
Distributional Requirements: Division 3
Quantiative/Formal Reasoning
ASTR 221 Compact Stellar Remnants: White Dwarfs, Neutron Stars, and Black Holes (Q) Crosslistings: ASTR 221/ASTR 421 As stars end their varied lives they each end up as a dense, compact remnant. In this course we will study the final stages of stellar evolution and concentrate on the basic properties of the three possible remnant states: white dwarf, neutron star and black hole. We will study radio and X-ray pulsars, which represent observed manifestations of some compact objects. In addition, we will discuss the observations confirming the existence of black holes. Finally, we will explore the extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on classroom participation, homework assignments, a midterm exam and final exam. Prerequisites: if taken under ASTR 221:PHYS 151 or co-requisite of PHYS 142, and MATH 150 or 151; if taken under ASTR 421: Physics 201 & permission. Fall 2016
LEC Instructor: Ronadh Cox
ASTR 221 Astronomical Observing and Data Analysis (Q) This course will introduce techniques for obtaining and analyzing astronomical data. We will learn by doing practical observation planning and move on to discussion of CCD detectors, signal statistics, digital data reduction, and image processing. We will make use of data we obtain with our 24-inch telescope, as well as data from other optical ground-based observatories and archives. We will also learn about and work with data from space-based non-optical observatories such as the Chandra X-Ray Observatory and the Spitzer Space Telescope (infrared).
Class Format: lecture/discussion plus computer work and observing Requirements/Evaluation: evaluation will be based on weekly problem sets, an hour exam and observing projects
Expected Class Size: 10
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
ASTR 221/ASTR 421
Not Offered Academic Year 2017
LEC Instructor: Karen Kwitter
ASTR 221/ASTR 421
Not Offered Academic Year 2017
LEC Instructor: Karen Kwitter
ASTR 221/ASTR 421
Not Offered Academic Year 2017
LEC Instructor: Karen Kwitter
ASTR 330(S) The Nature of the Universe

This course is a journey through space and time from the first 10 seconds to the ultimate fate of the Universe billions of years in the future. Topics include the Big Bang and its remnants, cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and giant black holes, relativity, galaxies and quasars, and formation of the large-scale structure of the Universe. We will explore current ideas about the future of the Universe, in particular the acceleration of the Universe’s expansion, and its implications for the end of time.

Class Format: lecture/discussion, three hours per week
Requirements/Evaluation: evaluation will be based on two hour tests, a small observing portfolio, occasional quizzes, and a final exam
Extra Info: not available for the fifth course option
Prerequisites: none; open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASPH, ASPM, and PHYS majors
Enrollment Limit: 48
Expected Class Size: 20
Dept. Notes: non-major course; course in the 33X sequence are meant as general education courses for students in all majors
Distributional Requirements: Division 3

Spring 2017

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Karen Kwitter

ASTR 336 Science, Pseudoscience, and the Two Cultures (W)

Crosslistings: ASTR 336/HSCI 336

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his criticism, as well as the history of the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental origins of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy.

We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in his column "Scientific American" and using the current journal The Scientific Review of Alternative Medicine, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt and fat in health. We consider the search for extraterrestrial intelligence (SETI) and report on UFO's and aliens. We consider the possible effects that superstitions have on the general public’s cooperation in vaccination programs and other consequences of superstition. We also consider the recently increased range of dramatic that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper
Prerequisites: none
Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy.
Enrollment Limit: 3
Expected Class Size: 12
Dept. Notes: non-major course; does not count toward ASPH, ASTR or PHYS majors
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI
Distributional Requirements: Division 3
Writing Intensive
Other Attributes: SCST Elective Courses

Not Offered Academic Year 2017 SEM Instructor: Jay Pasachoff

ASTR 402 Between the Stars: The Interstellar Medium (Q)

The matter between the stars—the interstellar medium—manifests itself in many interesting and unexpected ways, and, as the detritus of stars, its properties and behavior hold clues to the history and future evolution of both stars and the galaxies that contain them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject with varying ferocity as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazing supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars’ nuclear fusion. The existence of life on Earth is eloquent evidence of this chemical enrichment. In this course we will study the interstellar medium in various forms. We will discuss many of the physical mechanisms that produce the radiation we observe from diffuse matter, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. This course is observation-intensive. Throughout the semester students will work in small groups to perform practical work using the current scientific literature and online astronomical tools.

Class Format: discussion/seminar, plus computer work and observing projects
Requirements/Evaluation: evaluation will be based on homework, class presentations/problem-solving, and observing projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PHYS 201 or permission of instructor
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Not Offered Academic Year 2017 SEM Instructor: Karen Kwitter

ASTR 410 Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.

Class Format: lecture/discussion, three hours per week
Requirements/Evaluation: evaluation will be based on classroom participation, homework assignments, a midterm exam and a final exam
Prerequisites: PHYS 201
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements: Division 3

Not Offered Academic Year 2017 LEC Instructor: Marek Demianski

ASTR 412T(S) Solar Physics (W)

In the 14-15 academic year of the study of the book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first-edition books and other publications. Our study includes the original books published as follows: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlas of stars and of the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea cunicosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble’s (law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe’s expansion rate, 2000s). We will also read biographies and recent novels dealing with some of these astronomers. With the collaboration of the librarians, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest.
We study all aspects of the Sun, our nearest star. This semester leads up to the total solar eclipse of August 21, 2017, the first eclipse whose totality crosses the U.S. from coast to coast in since 1918 and the first to be entirely within the US since 1776. In addition to discussing plans for observing the eclipse and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the new GOES/UVIS (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from ACRIMSAT and SORCE. As a special timely treat, we will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919 and 1922 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported in 2016 from LIGO andIGO. We also discuss our data analysis of recent transits of Mercury across the face of the Sun (most recently in May 2016) and the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from the Hubble Space Telescope and from Saturn with NASA's Cassini spacecraft.

Class Format: tutorial; students will meet weekly with the professor in groups of two or three to discuss readings and make presentations, often in PowerPoint or Keynote format.

Requirements/Evaluation: evaluation will be based on four 5-page papers, discussions, and presentations; students will be expected to improve their writing throughout the course, with the aid of careful editing by and comments from the professor.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Prerequisites: Astronomy 111 or a 200-level Physics course.

Enrollment Limit: 12

Expected Class Size: 6

Distributional Requirements: Division 3

Writing Intensive

Spring 2017

TUT Section: T1 TBA Instructor: Jay Pasachoff

ASTR 420 Observational Cosmology: Observing and Modeling the Universe (Q)

Recent astronomical observations have revealed that the universe contains large amounts of dark matter (most probably consisting of undetected yet very-weakly-interacting particles) and dark energy (a strange kind of uniformly-distributed energy that creates negative pressure causing accelerated expansion of the universe), while ordinary radiating matter (stars, galaxies and clouds of gas) is only a minor addition. In this course we will discuss the most important observations that lead us to these conclusions. We will start by studying and classifying galaxies. Eighty-five years ago Hubble discovered that the universe is expanding and almost 30 years later Gamow proposed the Big Bang model of the evolution of the universe. We will discuss observational data that support the Big Bang model, concentrating on the microwave background radiation and its properties, along with the process of primordial nucleosynthesis. Recent observational data indicate that at a very early stage of evolution the universe expanded through a phase of very rapid exponential expansion called "inflation." We will develop and discuss the Standard Cosmological Model that describes the evolution of the universe from the Big Bang to its present state. In particular we will discuss the early phases of radiation-dominated evolution and the late process of structure formation. Finally we will concentrate on the observations indicating that the universe is now dominated by dark matter and dark energy.

Class Format: lecture/discussion.

Requirements/Evaluation: evaluation will be based on classroom participation, homework assignments, a midterm exam and final exam.

Prerequisites: Astronomy 201 or permission of instructor.

Enrollment Preferences: if overenrolled, preference will be given to Astronomy and Astrophysics majors.

Enrollment Limit: 19

Expected Class Size: 12

Distributional Requirements: Division 3

Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC Instructor: Marek Demianski

ASTR 421 Compact Stellar Remnants: White Dwarfs, Neutron Stars, and Black Holes (Q)

Crosslistings: ASTR 221/ASTR 421

As stars end their varied lives they each end up as a dense, compact remnant. In this course we will study the final stages of stellar evolution and concentrate on the basic properties of the three possible remnant states: white dwarf, neutron star and black hole. We will study radio and X-ray pulsars, which represent observed manifestations of some compact objects. In addition, we will discuss the observations confirming the existence of black holes. Finally, we will explore the extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on classroom participation, homework assignments, a midterm exam and final exam.

Prerequisites: if taken under ASTR 221:PHYS 151 or co-requisite of PHYS 242, and MATH 150 or 151; if taken under ASTR 421: Physics 201 & permission of instructor.

Enrollment Preferences: if overenrolled, preference will be given to Astronomy and Astrophysics majors.

Enrollment Limit: 19

Expected Class Size: 10

Distributional Requirements: Division 3

Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC Instructor: Marek Demianski

ASTR 493(F) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above.

Class Format: independent study.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Prerequisites: permission of department.

Distributional Requirements: Division 3

Fall 2016

HON Section: 01 TBA Instructor: Karen Kwitter

ASTR 494(S) Senior Research: Astronomy

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above.

Class Format: independent study.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Prerequisites: permission of department.

Distributional Requirements: Division 3

Spring 2017

HON Section: 01 TBA Instructor: Karen Kwitter

ASTR 497(F) Independent Study: Astronomy

Astronomy independent study.

Class Format: independent study.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Distributional Requirements: Division 3

Fall 2016

IND Section: 01 TBA Instructor: Karen Kwitter

ASTR 498(S) Independent Study: Astronomy

Astronomy independent study.

Class Format: independent study.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Distributional Requirements: Division 3

Spring 2017

IND Section: 01 TBA Instructor: Karen Kwitter

ASTR 499(F) Physics and Astronomy Colloquium

Crosslistings: PHYS 499/ASTR 499

Physicists and astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium.

Requirements/Evaluation: not a for-credit course.

Extra Info: registration not necessary to attend.

Prerequisites: none.

Enrollment Limit: none.

Distributional Requirements: Non-divisional.

Fall 2016

LEC Section: 01 F 02:35 PM 03:50 PM Instructor: David Tucker-Smith

ASTR 499(S) Physics and Astronomy Colloquium

Crosslistings: PHYS 499/ASTR 499

Physicists and astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

Class Format: colloquium.

Requirements/Evaluation: not a for-credit course.

Extra Info: registration not necessary to attend.

Prerequisites: none.

Enrollment Limit: none.

Distributional Requirements: Non-divisional.

Spring 2017

LEC Section: 01 F 02:35 PM 03:50 PM Instructor: David Tucker-Smith

BIOINFORMATICS, GENOMICS, AND PROTEOMICS (DIV III)

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the biology, chemistry, computer science, mathematics/statistics, and physics departments and is designed to provide the foundation for a better understanding of these revolutionary new areas of investigation. The introductory level courses, Computation and biology and Statistics for Biologists are accessible to all students interested in gaining familiarity with the power of genomic analysis. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the core courses and five of the recommended courses. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

Core Course

BIOI 319/MATH 319/CHM 319/PHYS 319/CSCI 319 Integrative Bioinformatics, Genomics, and Proteomics Lab

Recommended Courses (in addition to the core course):

- BIOI 202 Genetics
- BIOI 305 Evolution
- BIOI 430 Genome Sciences: At the Cutting Edge
- CSCI 134 Introduction to Computer Science
- CSCI 136 Data Structures and Advanced Programming
- CSCI 256 Algorithm Design and Analysis
- PHYS 315/CSCI 315 Computational Biology
- STAT 101 Elementary Statistics and Data Analysis
- STAT 201 Statistics and Data Analysis

Related Courses

BIMO 321/BIOI 321/CHM 321 Biochemistry I: Structure and Function of Biological Molecules
BIMO 322/BIOI 322/CHM 322 Biochemistry II: Metabolism
MATH 337 Phylogenetics
PHYS 302 Stat Mechanics & Thermodynamics
STAT 231 Statistical Design of Experiments

BIOCHEMISTRY AND MOLECULAR BIOLOGY (DIV III)
Chair: Professor DANIEL LYNCH


Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines provide insights and advances in the fields of molecular engineering (recombinant DNA technology, "intelligent" drug design, "in vitro evolution"), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationships between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the molecular areas of the biological sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for these courses in both biology and chemistry during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to take the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program. BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take at least one elective in biology and one elective in chemistry from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

Required Courses

BIMO 321/BIOI 321/CHM 321 Biochemistry I: Structure and Function of Biological Molecules
BIMO 322/BIOI 322/CHM 322 Biochemistry II: Metabolism
BIMO 401 Topics in Biochemistry and Molecular Biology
BIOL 101 The Cell
BIOL 102 The Organism
BIOL 202 Genetics
CHEM 151 Introductory Chemistry or
CHEM 153 Concepts of Chemistry or
CHEM 155 Principles of Modern Chemistry
CHEM 156 Organic Chemistry: Introductory Level
CHEM 251 Organic Chemistry; Intermediate Level
CHEM 256 Advanced Chemical Concepts (not required if CHEM 155 was taken)

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

Elective Courses

BIOI 301 Developmental Biology
BIOI 306 Cellular Regulatory Mechanisms
BIOI 308 Integrative Plant Biology: Fundamentals and New Frontiers
BIOI 310/NSCI 316/NSCI 331 Neural Development and Plasticity
BIOI 313 Immunology
BIOI 315 Microbiology: Diversity, Cellular Physiology, and Interactions
BIMO 319/MATH 319/CHM 319/PHYS 319/CSCI 319 Integrative Bioinformatics, Genomics, and Proteomics Lab
BIMO 326 Cellular Assembly and Movement
BIMO 406 Dynamics of Membrane Systems
BIMO 407/NSCI 347 Neurobiology of Emotion
BIMO 408 RNA Biology
BIMO 410 Nanomachines in Living Systems
BIMO 414 Life at Extremes: Molecular Mechanisms
BIMO 416 Epigenetics
BIMO 418 Signal Transduction to Cancer
BIMO 426 Frontiers in Muscle Physiology: Controversies
BIMO 430 Genome Sciences: At the Cutting Edge
CHEM 324 Enzyme Kinetics and Reaction Mechanisms
CHEM 326 Chemical Biology: Discoveries at the Interface
CHEM 338 Bioorganic Chemistry
CHEM 341/ENVI 341 Toxicology and Cancer
CHEM 342 Synthetic Organic Chemistry
CHEM 343 Medicinal Chemistry
CHEM 344 Physical Organic Chemistry
CHEM 348 Polymer Chemistry
CHEM 364/ENVI 364 Instrumental Methods of Analysis
CHEM 366 Analytical Chemistry and Statistical Mechanics
CHEM 367 Biophysical Chemistry

Colloquium Requirement

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. Approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the Biology/BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

BIMO 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q)

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn fundamental techniques of biochemical including electrophoresis, chromatography, and principles of enzymatic assays.

Class Format: lecture, three hours per week; laboratory, four hours per week

Requisites/Evaluation: evaluation is based on quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

Extra Info: may not be taken on a pass/fail basis

Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256

Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators
Enrollment Limit: 48  
Expected Class Size: 48  
Dept. Notes: does not satisfy the distribution requirement in the Biology major  
Distributional Requirements:  
Division 3  
Quantitative/Formal Reasoning  
Other Attributes:  
BGNP Related Courses  
BIMO Required Courses  

Fall 2016  
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Lawrence Kaplan  
LAB Section: 02 M 01:00 PM 05:00 PM  
LAB Section: 03 W 01:00 PM 05:00 PM  
LAB Section: 04 R 01:00 PM 05:00 PM  

BIMO 322(S) Biochemistry II: Metabolism (Q)  
Crosslistings: BIMO 322/BIOL 322/CHEM 322  
This lecture course provides an in-depth presentation of the complex  
metabolic reactions which are central to life. Emphasis is placed on the  
biological flow of energy including alternative modes of energy generation  
(aerobic, anaerobic, photosynthetic); the regulation and integration of the  
metabolic pathways including compartmentalization and the transport of  
metabolites; and biochemical reaction mechanisms including the structures  
and mechanisms of coenzymes. This comprehensive study also includes the  
biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino  
acids, and nucleotides). Laboratory experiments introduce the principles and  
procedures used to study enzymatic reactions, bioenergetics, and metabolic  
pathways.  
Class Format: lecture, three hours per week; laboratory, three hours per week  
Requirements/Evaluation: evaluation is based on several exams and  
performance in the laboratories including lab reports that emphasize  
conceptual and quantitative and/or graphic analysis of the data generated  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth  
course option  
Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor  
Enrollment Preferences: junior and senior Biology and Chemistry majors and  
BIMO concentrations  
Expected Class Size: 64  
Dept. Notes: does not satisfy the distribution requirement in the Biology major  
Distributional Requirements:  
Division 3  
Quantitative/Formal Reasoning  
Other Attributes:  
BGNP Related Courses  
BIMO Required Courses  

Spring 2017  
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Daniel Lynch  
LAB Section: 02 T 01:00 PM 04:00 PM  
LAB Section: 03 W 01:00 PM 04:00 PM  
LAB Section: 04 R 01:00 PM 04:00 PM  

BIMO 401(S) Topics in Biochemistry and Molecular Biology (W)  
This seminar course involves critical reading, analysis, and discussion of  
papers from the current biochemistry and molecular biology literature. Specific  
topics vary from year to year but are chosen to illustrate the importance of a  
wide range of both biological and chemical approaches to addressing  
important questions in the biochemical and molecular biological fields. To  
facilitate discussion, students will prepare written critiques analyzing the data  
and conclusions of the chosen literature.  
Class Format: seminar, three hours per week  
Requirements/Evaluation: evaluation will be based on class presentations and  
discussions, frequent short papers, and a final paper  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth  
course option  
Prerequisites: BIOL 202 and BIMO 321  
Enrollment Preferences: those completing the BIMO program; open to  
others with permission of instructor  
Enrollment Limit: 12  
Expected Class Size: 10  
Distributional Requirements:  
Division 3  
Writing Intensive  
Other Attributes:  
BIMO Required Courses  

Spring 2017  
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Amy Gehring  

BIOLOGY (DIV III)  
Chair: Professor JOAN EDWARDS  

Professors: H. ART , L. BANTA, J. EDWARDS, D. LYNCH, R.  
SAVAGE, S. SWOAP, C. TING, H. WILLIAMS, M. MORALES, Senior  
Lecturer: D. C. SMITH, Associate Professor: L. MAROJA, Associate  
Professors: M. CARTER, P. CHEN, T. LEBESTKY, D. TURNER, Lecturers:  
D. DEAN, J. MACINTIRE. Visiting Assistant Professor of Marine Science for  
the Williams-Mystic Program: M. NISHIZAKI.  
The Biology curriculum has been designed to provide students with a broad  
base for understanding principles governing life processes at all levels, from  
biochemistry and cell biology to physiology to ecology and behavior. Courses  
emphasize fundamentals common to all sub-disciplines including the coupling  
of structure to function, the transfer of energy in living systems,  
communication, and the molding of diversity by the evolutionary process. In  
upper-level courses and in independent and honors research, students have  
the opportunity to investigate areas at the frontiers of modern biology.  
Although the Biology major is specifically designed to provide a balanced  
curriculum in the broader context of the liberal arts, it is also excellent  
preparation for graduate studies in the life sciences and in the health  
professions.  

MAJOR REQUIREMENTS  
In order to make the major accessible to students with diverse interests,  
required courses are kept to a minimum. The Biology major is satisfied by nine  
courses, as follows:  

- Biology 101 The Cell  
- Biology 102 The Organism  
- Biology 202 Genetics  
- Any two 300-level courses, each of which must have a laboratory  
  associated with it  
- Any one 400-level course other than 493-494  
- Any other three courses or any other two courses and two semesters of  
  Organic Chemistry  

Note: Independent study courses and AMS 311 (Same as Biology 231) do  
not fulfill the 300-level or 400-level course requirements. WIOX 316 Biology:  
Evolution, in the Williams Oxford Program qualifies for major credit at the 200-  
level.  

Distribution Requirement  
In order to ensure that majors broaden their knowledge of biology, one of  
the elective courses for the major must include an upper-level course covering  
biological processes at levels of organization above the cell. Courses that  
satisfy this distribution requirement are indicated in the individual course  
description.  

COURSE SELECTION AND PLACEMENT  
It is preferable for students who plan to major in biology, or think they may  
be interested in doing so, to take Biology 101, 102 during their first year at  
Williams. It is also possible to begin the Biology major during the sophomore  
year, although students should understand that it may require taking two or  
more biology courses during several semesters. Students interested in biology,  
whether or not they intend to major in it, are encouraged to take Biology 101, 102.  
It is also possible, with permission of the instructor, to take Biology 203 Ecology,  
Biology 204 Animal Behavior and Biology 220 Field Botany without prerequisite.  
Other 100-level biology courses are designed specifically for students who do not  
intend to take additional upper-level courses in biology. All of these courses satisfy  
the Division III distribution requirement.  
Beginning students should normally enroll in Biology 101 and 102. Students  
with unusually strong backgrounds in biology, such as those with outstanding  
performance on the College Board Biology Advanced Placement Test, may be  
permitted to elect a sophomore-level course in lieu of Biology 101 and/or  
Biology 102 upon successful completion of a departmental qualifying exam,  
administered during First Days.  

COURSES RELATED TO THE BIOLOGY MAJOR  
Students planning to pursue their interest in biology and related fields after  
completing their undergraduate degrees are strongly encouraged to take one  
year of chemistry, at least one semester of mathematics (a course in statistics  
is recommended), and one semester of physics. Students may wish to check  
the requirements for graduate admission at relevant universities, and are also  
encouraged to consult with the Biology Department’s graduate school advisor  
about prerequisites for admission to graduate programs.  

BIOCHEMISTRY AND MOLECULAR BIOLOGY  
Students interested in Biochemistry and Molecular Biology (BIMO) should  
consult the general statement under Biochemistry and Molecular Biology.  

BIОINFORMATICS, GENOMICS AND PROTEOMICS  
Students interested in Bioinformatics, Genomics and Proteomics (BiGP)  
should consult the general statement under Bioinformatics, Genomics and  
Proteomics. Biology majors interested in this field are strongly encouraged to  
enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).  

NEUROSCIENCE  
Students interested in Neuroscience (NSCI) should consult the general  
statement under Neuroscience.  

PUBLIC HEALTH  
Students interested in Public Health (PH) should consult the general  
statement under Public Health.  

ENVIRONMENTAL STUDIES  
Students interested in Environmental Studies (ENVI) should consult the  
general statement under Environmental Studies.  

THE DEGREE WITH HONORS IN BIOLOGY  
In order to be recommended for the degree with honors, a Biology major is  
normally expected to have completed the equivalent of two semesters and a  
winter study (031) of independent research culminating in a thesis which  
demonstrates outstanding achievement of an original and innovative nature.  

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Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion 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 study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should meet with the department early in the spring semester of the junior year. Approval must be received before spring registration in the junior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate will vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, subject to the approval of their thesis advisor, to begin the honors research during winter study junior year or during the second semester junior year. In general, thesis students who start during WSP or spring semester of their junior year are working on a project that requires winter or spring field work. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate will vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

STUDY ABROAD

Students planning on majoring in Biology are strongly advised to take Biology 202 before going abroad, since Biology 202 is required for the major and a prerequisite for many upper-level courses; a Genetics course taken while studying away cannot substitute for Biology 202. Biology majors studying abroad may receive credit toward the major for at most two 200-level electives; the departmental distribution requirement can be satisfied through an appropriate course approved by the Department Chair. Students should meet with the Department Chair to discuss study abroad options. You can find general study abroad guidelines for Biology here.

CREDIT FOR COURSES AT OTHER INSTITUTIONS

Students who enroll in study away programs may receive credit for up to two 200-level electives toward the biology major upon approval of the course syllabi by the Biology Department Chair.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a review of the course syllabi and examination of the student’s previous college work, and students should bring these materials with them.

RESEARCH AND THESIS COURSES

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

Note: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major. Only one research course (i.e., BIOL 297, BIOL 298, BIOL 493, or BIOL 494) may be counted towards the major requirements.

BIOL 101(F) The Cell

This course investigates cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics include an introduction to biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signaling, cell trafficking, the cell cycle, and cancer. Student-designed laboratory experiments and discussions based on primary biology literature will highlight how biological knowledge is created and understood.

Class Format: Lecture, 3 hours per week; laboratory and discussion, 3 hours per week

Requirements/Evaluation: evaluation will be based on hour tests, a final exam, lab reports, discussion assignments, and discussion participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: first year students

Enrollment Limit: 45/Lecture

Expected Class Size: 192

Distributional Requirements:

Division 3

Other Attributes:

BIMO Required Courses
MTSC Related Courses
NSCI Required Courses

Spring 2017

LEC Section: A1 TR 09:55 AM 11:10 AM Instructor: Claire Ting
LEC Section: A2 M 01:00 PM 04:00 PM Instructor: Derek Dean
LEC Section: A3 T 01:00 PM 04:00 PM Instructor: Claire Ting
LEC Section: A4 W 01:00 PM 04:00 PM Instructor: David Smith
LEC Section: A5 R 01:00 PM 04:00 PM Instructor: David Smith
LEC Section: B1 MW 11:00 AM 11:50 AM Instructor: Manuel Morales
LEC Section: B2 M 01:00 PM 04:00 PM Instructor: Manuel Morales
LEC Section: B3 T 01:00 PM 04:00 PM Instructor: Derek Dean
LEC Section: B4 W 01:00 PM 04:00 PM Instructor: Derek Dean
LEC Section: B5 R 01:00 PM 04:00 PM Instructor: Derek Dean

BIOL 102(S) The Organism

This course focuses upon the developmental and evolutionary processes that have led to the unique diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to individuals and populations in our examination of evolutionary concepts. Topics include meiosis and sexual reproduction, developmental and evolutionary mechanisms, and speciation with representative examples from a diversity of plants and animals. Readings are drawn from a variety of sources, including the recent primary literature.

Class Format: lecture/discussion/laboratory, six hours per week

Requirements/Evaluation: will be based on hour tests, a final exam, three lab reports, and problem sets

Extra Info: may not be taken on a pass/fail basis

Prerequisites: BIOL 101 or permission of instructor

Enrollment Limit: none

Expected Class Size: 152

Distributional Requirements:

Division 3

Other Attributes:

BIMO Required Courses

Fall 2016

LEC Section: A1 TR 09:55 AM 11:10 AM Instructor: Daniel Lynch
LEC Section: A2 TR 11:20 AM 12:35 PM Instructor: Daniel Lynch
LAB Section: A3 M 01:00 PM 04:00 PM Instructor: Jenna Maclntire
LAB Section: A4 T 01:00 PM 04:00 PM Instructor: Jenna Maclntire
LAB Section: A5 W 01:00 PM 04:00 PM Instructor: Jenna Maclntire
LAB Section: A6 R 01:00 PM 04:00 PM Instructor: Damian Turner
LEC Section: B1 MW 10:00 AM 10:50 AM Instructor: Robert Savage
LEC Section: B2 MW 11:00 AM 11:50 AM Instructor: Robert Savage
LAB Section: B3 M 01:00 PM 04:00 PM Instructor: Janis Bravo
LAB Section: B4 T 01:00 PM 04:00 PM
LAB Section: B5 W 01:00 PM 04:00 PM
LAB Section: B6 R 01:00 PM 04:00 PM

BIOL 133 Biology of Exercise and Nutrition

This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; the inherent limits of the body to perform aerobic and anaerobic tasks; and the long-term health consequences of a lifetime of activity inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of ‘fad’ diets as a means to lose weight.

Class Format: lecture 3 hours per week

Requirements/Evaluation: evaluation will be based on exams and lab notebook and class participation

Prerequisites: none

Enrollment Preferences: seniors, juniors, sophomores, then first-year students

Enrollment Limit: 120

Expected Class Size: 120

Dept. Notes: does not satisfy the distribution requirement for the Biology major

Distributional Requirements:

Division 3

Other Attributes:

PHIL Biomedical Determinants of Health

Not Offered Academic Year 2017

LEC Instructor: Steven Swapo

BIOL 134 The Tropics: Biology and Social Issues (D)

This course explores the biological dimensions of social issues in tropical societies, and focuses on specifically on the peoples and cultures of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the biological environment of humans, major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final section of the course is devoted to a study of the ways in which natural and local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment.

This course fulfills the EBI requirement. Through lectures, debates and readings, students confront social issues in the tropics from the perspective of biologist. This builds a framework for lifelong exploration of human diversity.

Fall 2016
Class Format: lecture/debate, three hours per week
Requirements/Evaluation: evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: seniors, juniors, sophomores, and first-year students—in that order
Enrollment Limit: 60
Expected Class Size: 60
Dept. Notes: does not count for major credit in Biology; does not satisfy the distribution requirement in the Biology major

BIOL 136 Studying Human Genetic Diversity: Individuals, Populations, and ‘Races’—Dangerous Biology (D)

Scientists are rapidly acquiring DNA sequence information on thousands of individuals from a wide variety of human populations. This information can be used to illuminate human history and evolution. It can also be used in the field of medicine to develop new drugs and as a first step toward tailoring treatments to match individuals’ genomes. This information can also create new ethical and social dilemmas. Do such studies support or refute the idea of a biological basis for ‘race’? Can the data be used to justify societal inequities? Do the data have any use outside of scientific circles? Through reading scientific articles we’ll explore genome sequencing data to determine the types of DNA differences that exist among humans. We’ll examine the data in the light of human population history (migration, population bottlenecks, selection) to understand how these variations come about. Throughout we’ll discuss the implications of these studies for individuals and for society. In particular we’ll critique the use of such information in guiding policy and practice in areas such as genetic screening and eugenics, ancestry testing, ‘race-based’ medicine, forensics.

As an EDI course, we’ll examine issues of power and privilege in shaping practice and policy associated with these genetic initiatives, such as in deciding what populations to study, in administering informed consent, and in addressing health disparities.

Class Format: seminar
Requirements/Evaluation: one exam, one short paper (4-6 pages), final paper (10-12 pages); class participation
Prerequisites: none
Enrollment Preferences: juniors, sophomores, seniors, first-years; not open to students who have taken BIOL 202 or BIOL132
Enrollment Limit: 20
Expected Class Size: 20

Distributional Requirements: Division 3
Exploring Diversity
Other Attributes: ENVI Core Courses
ENVS Core Courses
EVST Environmental Science
EVST Living Systems Courses

Not Offered Academic Year 2017

LEC Instructor: David Smith
BIOL 202(F) Genetics (Q)

Genetics, classically defined as the study of heredity, has evolved into a discipline whose limits are continually expanded by innovative molecular technologies. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. The laboratory part of the course provides an experimental introduction to modern genetic analysis. Laboratory experiments include linkage analysis, bacterial transformation with plasmids and DNA restriction mapping.

Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on biweekly problem sets, weekly laboratory exercises and laboratory reports, and examinations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and 102
Enrollment Limit: none
Expected Class Size: 84
Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
BIMO Required Courses

LEC Section: 01 MWF 11:00 AM 11:50 AM Instructor: Luana Maroja
LAB Section: 02 M 01:00 PM 04:00 PM Instructor: Derek Dean
LAB Section: 03 T 01:00 PM 04:00 PM Instructor: Derek Dean
LAB Section: 04 W 01:00 PM 04:00 PM Instructor: Derek Dean
LAB Section: 05 R 01:00 PM 04:00 PM Instructor: Derek Dean

BIOL 203(F) Ecology (Q)

This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).

Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of
Enrollment Limit: none
Expected Class Size: 35

BIOL 204(S) Animal Behavior

Crosslistings: BIOL 204/NSCI 204

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

Class Format: lecture/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on examinations, lab reports, and a research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 102, or PSYC 101, or permission of instructor
Enrollment Preferences: Biology majors and Neuroscience concentrators
Enrollment Limit: 32
Expected Class Size: 32
Dept. Notes: satisfies the distribution requirement in the Biology major

Distributional Requirements: Division 3
Other Attributes: CGGS Interdepartmental Electives
NCSI Group A Electives

Spring 2017

LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Heather Williams
LAB Section: 02 M 01:00 PM 04:00 PM Instructor: Heather Williams
LAB Section: 03 T 01:00 PM 04:00 PM Instructor: Heather Williams

BIOL 205(S) Physiology

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.
**BIOL 211(S) Paleobiology**

**Crosslistings:** GEOG 211, BIOI 211

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth’s climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams’ superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

**Class Format:** lecture/laboratory; field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam

**Prerequisites:** any 100-level GEOG course or BIOI 102, 203 or 205

**Enrollment Preferences:** sophomores and juniors

**Enrollment Limit:** 15

**Expected Class Size:** 12

**Dept. Notes:** does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Other Attributes:**
- ENVI Natural World Electives
- ENVS Group EB-A Electives
- ENVS Methods Courses
- PHLH Methods in Public Health

**Not Offered Academic Year 2017**

**TUT Instructor:** Julie Blackwood

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**BIOL 219T(D) DNA, Life, and Everything (W)**

Since the molecular biology revolution of the 1960s, a view of biology has developed which regards living organisms as predictable products of their encoded DNA programs. A motto for this philosophy and scientific approach could be “To know my DNA is to know me.” In this tutorial we’ll examine the power and the limitations of DNA analysis and manipulation for understanding life. Students will read and discuss scientific articles that deal with creativity and artificial life (the field of synthetic biology), environmental DNA sampling (to deduce community structure; to discover new, uncultured species), human genome diversity surveys (to discover the basis for human phenotypic variation and human evolutionary history), comparative genomics to study evolutionary questions (ex., chimps and Neanderthals compared to humans), and resurrecting extinct organisms.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on 5 papers (4-5 pages each) and on in-class performance as a presenter or challenger

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** junior, seniors, then sophomores

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Dept. Notes:** does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:**
- Division 3
- Writing Intensive

**Other Attributes:**
- SCST Related Courses

**Not Offered Academic Year 2017**

**TUT Instructor:** Marsha Aalschuler

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**BIOL 219T(S) Dangerous Exposures: Environment, Immunity, and Infectious Disease (W)**

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular on-line and board games. In this tutorial we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, all readings will have implications for public health and/or conservation biology.

**Class Format:** tutorial

**Requirements/Evaluation:** six 4- to 5-page papers; tutorial presentations, and the student’s progress towards intellectual independence and creativity as a presenter and a respondent
BIOL 220(S) Field Botany and Plant Natural History
Crosslistings: BIOL 220/ENVI 220
This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, and characteristics of plant families and cultural and economic uses of plants, native species. The labs cover field identification, natural history, and ecology of local species.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on exams, field quizzes, field notebook and a class project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: seniors, Biology majors, and Environmental Studies majors & concentrators
Enrollment Limit: 40
Expected Class Size: 25
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
ENVS Group EB-B Electives
EVST Living Systems Courses
EXPE Experiential Education Courses
PHLH Nutrition, Food Security + Environmental Health

Spring 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Joan Edwards
LAB Section: 02 T 01:00 PM 04:00 PM Instructor: Joan Edwards
LAB Section: 03 W 01:00 PM 04:00 PM Instructor: Joan Edwards

BIOL 225(F) Natural History of the Berkshires: Stone Hill (W)
Crosslistings: BIOL 225/ENVI 225
This field-seminar course examines the rich diversity of upland and wetland communities located within walking distance of the Williams College Campus in general and on Stone Hill in particular. The course will utilize the 2016 exhibition Sensing Place: The Nature of Stone Hill that will be hosted by the Clark Art Institute at the Lunder Center on Stone Hill and co-curated by the instructor. Seminars/discussions/field exercises will focus on the biological, geological, climatological, and historical underpinnings needed to observe, interpret, and analyze the biological communities of this place. The field lab investigations will engage students in reading the landscape, field identification of indicator species, natural history, and using historical documents and textural materials. On a weekly basis, students will write response papers that integrate field observations and experiences with reading assignments. Students will also undertake a longitudinal study of a specific site on Stone Hill and write entries in a field journal on a weekly basis. These entries will serve as the foundation for a final research project report on the specific site.
Class Format: seminar / field laboratory, three hours per week
Requirements/Evaluation: based on field journal entries, field trip / reading responses, one hour exam, class presentations, and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: seniors, Biology majors, and Environmental Studies majors and concentrators
Enrollment Limit: 12
Expected Class Size: 10
Dept. Notes: satisfies the distribution requirement in the Biology major
Distributional Requirements: Division 3
Writing Intensive
Other Attributes: AMST Space and Place Electives
ENVI Natural World Electives
ENVS Group EB-B Electives

Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Henry Art

BIOL 231(F,S) Marine Ecology
Crosslistings: MAST 311/BIOL 231
Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.
Class Format: lecture/laboratory, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
ENVS Group EB-A Electives
EVST Living Systems Courses
EXPE Experiential Education Courses

Spring 2017
LEC Section: 01 TBA Instructor: Michael Nishizaki

BIOL 297(F) Independent Study: Biology
Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2016
IND Section: 01 TBA Instructor: Joan Edwards

BIOL 298(S) Independent Study: Biology
Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.
Class Format: independent study
Distributional Requirements: Division 3

Spring 2017
LEC Section: 01 TBA Instructor: Joan Edwards

BIOL 301 Developmental Biology
Developmental biology has undergone rapid growth in recent years and is becoming a central organizing discipline that links cells and molecular biology, evolution, anatomy and medicine. We are now beginning to have a molecular understanding of fascinating questions such as how cells decide their fate, how patterns are created, how male and females are distinguished, and how organisms came to be different. We have also discovered how the misregulation of important development regulatory genes can lead to a variety of known cancers and degenerative diseases in humans. In this course we will examine these and related topics combining a rich classical literature with modern genetic and molecular analyses.
Class Format: lecture/discussion/laboratory, six hours per week
Requirements/Evaluation: evaluation will be based on hour exams, short papers, and a final exam
Prerequisites: BIOL 202 or permission of instructor
Enrollment Preferences: Biology majors
Enrollment Limit: 24
Expected Class Size: 15
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2017
LEC Instructor: Robert Savage

BIOL 302(F) Communities and Ecosystems (Q)
Crosslistings: BIOL 302/ENVI 312
An advanced ecology course that examines how species interact with each other and their environment with a focus on conservation implications. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how they characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments but will also include some laboratory microcosm experiments. The laboratory component of the course will culminate with a self-designed independent or group project.
Class Format: lecture/laboratory, six hours a week
Requirements/Evaluation: evaluation will be based on lab reports, a midterm exam, a term project presentation, and a final project paper
Prerequisites: BIOL/ENVI 203 or 220
Enrollment Preferences: Biology majors and Environmental Studies majors and concentrators
Enrollment Limit: 28
Expected Class Size: 24
BIOL 305(S) Evolution (Q)

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long-term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and the emergence of diversity). Topics include micro-evolutionary models, natural selection and adaptation, sexual selection, speciation, the inference of evolutionary history among others.

Class Format: lecture/discussion/laboratory, six hours per week

Requirements/Evaluation: evaluation will be based on independent research project, problem sets, participation in discussions and exams

Prerequisites: BIOL 202

Enrollment Preferences: Biology majors

Enrollment Limit: 24

LAB Section: 02   W 01:00 PM 04:00 PM   Instructor: Manuel Morales

BIOL 306 Cellular Regulatory Mechanisms

This course explores the regulation of cellular function and gene expression from a perspective that integrates current paradigms in molecular genetics, intracellular trafficking, genomics, and synthetic biology. Selected topics include: the contribution of nuclear organization to genome regulation, mechanisms to maintain genomic integrity, transcriptional and post-transcriptional regulation, nuclear export, cell cycle and cell signaling. A central feature of the course will be discussion of articles from the primary literature, with an emphasis on the molecular bases for a variety of human pathologies such as cancer and aging. The laboratory will consist of a semester-long project that incorporates fluorescence-based approaches, quantitative PCR analysis of transcriptional patterns, bioinformatics, and protein analysis.

Class Format: lecture/discussion/laboratory

Requirements/Evaluation: evaluation will be based on three take-home tests, in-class discussion of papers, laboratory notebook/report, an independent lab research project, and a research paper

Prerequisites: BIOL 202

Enrollment Preferences: Biology majors; not open to first-year students

Enrollment Limit: 24

Expected Class Size: 22

LAB Section: 01   MWF 10:00 AM 10:50 AM   Instructor: Luana Maroja
LAB Section: 02   W 01:00 PM 04:00 PM   Instructor: Luana Maroja
LAB Section: 03   R 01:00 PM 04:00 PM   Instructor: Luana Maroja

BIOL 311 Neural Systems and Circuits

This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

Class Format: lecture/lab, six hours per week

Requirements/Evaluation: class participation, laboratory notebooks and posters, hour exams and a final exam

Prerequisites: BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205

Enrollment Preferences: Biology majors and Neuroscience concentrators

Enrollment Limit: 24

Expected Class Size: 24

LAB Section: 01   MWF 10:00 AM 10:50 AM   Instructor: Tim Lebestky
LAB Section: 02   M 01:00 PM 04:00 PM   Instructor: Tim Lebestky
LAB Section: 03   T 01:00 PM 04:00 PM   Instructor: Tim Lebestky

BIOL 313(S) Immunology

The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature.

Class Format: lectures, three hours a week; laboratory, three hours a week
BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions

Bioremediation and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the characterization of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbes: host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. In the lab, major projects will focus on horizontal gene transfer, metagenomics, and the isolation and characterization of bacteria from natural environments. Students will also use flow cytometry to investigate fundamental aspects of the mammalian immune system. The lab experience will culminate in multi-week independent investigations. Readings will be supplemented by articles from the primary literature.

Prerequisites: BIOL 202
Enrollment Preferences: senior and junior Biology majors
Enrollment Limit: 24
Expected Class Size: 24

BIMO Required Courses

Not Offered Academic Year 2017

BIOL 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q)

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biochemistry, computer science, and mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high-through put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses.

Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week
Prerequisites: BIOL 202 and CHEM 251/255 and CHEM 155/256
Enrollment Preferences: seniors, then juniors, then sophomores
Enrollment Limit: 12
Expected Class Size: 12

Extra Info: may not be taken on a pass/fail basis
Prerequisites: BIOL 101 and CHEM 251/255 and CHEM 155/256
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators
Enrollment Limit: 48

BIOL 322(S) Biochemistry II: Metabolism (Q)

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of enzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

Class Format: lecture, three hours per week; laboratory, three hours per week
Prerequisites: BIOL 101 and CHEM 251/255 or permission of instructor
Enrollment Preferences: junior and senior Biology and Chemistry majors and BIMO concentrators
Enrollment Limit: 64

BIOL 326(F) Cellular Assembly and Movement

This course will focus on how multi-protein complexes are assembled to control key cellular processes in eukaryotic systems: 1) protein sorting and trafficking, 2) establishment and maintenance of cell architecture, and 3) mitosis, cell migration and tissue morphogenesis that require coordination of the membrane transport and cytoskeleton. The course will highlight...
involvement of these processes in pathological conditions. Laboratories will use mammalian tissue culture as a model system to study cellular functions. Important techniques in cell biology will be introduced in the first half of the semester; in the second half of the term, students will conduct a multi-week independent project. Textbook readings will be supplemented with primary literature.

Class Format: lectures, three hours a week; laboratory, three hours a week, the laboratory projects will require additional time outside of class hours

Requirements/Evaluation: three exams, in-class discussion of papers, lab reports, an oral presentation and research paper based on an independent lab research project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: BIOL 202

Enrollment Preferences: senior and junior Biology majors

Enrollment Limit: 12

Expected Class Size: 12

Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements:

Division 3

Other Attributes: BIMO Interdepartmental Electives

BIOL 405T Sociobiology (W)

Sociobiology, or the study of social behavior, has challenged the limits of evolutionary theory since Darwin described the non-reproducing castes among social insects (i.e., eusociality) as "one special difficulty." Inclusive fitness theory and Hamilton's rule—that an altruistic act can evolve where the benefit to related individuals exceeds the cost to the actor—potentially resolves Darwin's paradox. Nevertheless, explanations including delayed fitness benefits and ecological constraints have been suggested as alternatives to inclusive fitness theory. Moreover, the theoretical justification for inclusive fitness theory has recently been vigorously challenged. This course will use readings from the primary literature to examine the evidence for inclusive fitness as a potential explanation for topics including the evolution of helping behavior, eusociality and its relationship to extraordinary sex ratios and spiteful behavior. Other topics that we will cover include the evolution of deceit and self-deception.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on five (4-5-page) papers: tutorial presentations, & the student's effectiveness as a critic

Extra Info: may not be taken on a pass/fail basis

Prerequisites: BIOL 202 and either BIOL/ENVI 203 or 204 or 302 or 305 or permission of instructor; open to juniors and seniors

Enrollment Preferences: senior Biology majors who have not taken a 400-level course

Enrollment Limit: 10

Expected Class Size: 12

Dept. Notes: satisfies the distribution requirement in the Biology major

Distributional Requirements:

Division 3

Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Manuel Morales

BIOL 406 Dynamics of Internal Membrane Systems

Eukaryotic cells build and maintain a diverse set of internal membrane compartments, such as the endoplasmic reticulum, the Golgi compartment, and lysosomes, which exist as parts of an interconnected and dynamic membrane system. Each of these membrane compartments has unique functions despite a high rate of exchange between the different organelles. This course will mechanistically examine how the identity of organelles is achieved via highly regulated membrane trafficking events and investigate the importance of membrane trafficking in specialized biological processes including neurotransmission, glucose homeostasis, and immune cell killing. We will read classic and current primary literature articles and discuss the essential techniques, experimental design, and models of cell biology.

Class Format: seminar

Requirements/Evaluation: discussion, three hours per week; evaluation will be based on class participation and 4 three page papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: BIOL 202

Enrollment Preferences: open to juniors and seniors with preference given to senior biology majors who have not taken a 400-level course, then to juniors

Enrollment Limit: 12

Expected Class Size: 12

Distribution Notes: does not satisfy the distribution requirement in Biology

Distributional Requirements:

Division 3

Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2017

SEM Instructor: Alex Engel

BIOL 407(S) Neurobiology of Emotion

Crosslistings: BIOL 407/NSCI 347

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout mouse studies, as well as new optogenetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.

Class Format: discussion, three hours per week

Requirements/Evaluation: evaluation will be based on class participation and several short papers

Prerequisites: BIOL 202 and 212; open to juniors and seniors

Enrollment Preferences: senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

Enrollment Limit: 12

Expected Class Size: 12

Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements:

Division 3

Other Attributes: BIMO Interdepartmental Electives

Not Offered Academic Year 2017

SEM Instructor: Dawn Carone

BIOL 410(S) Nanomachines in Living Systems

Through reading and discussing the primary literature, this course will explore how nanometer-sized biological molecules like proteins perform functions that require integration of information and transmission of force at much larger scales, microns and above. These nanoscale proteins will be considered as nanomachines that can transform a chemical energy into a mechanical one.

We will focus on the cytoskeleton, which gives cells their shape, organizes the internal parts of cells and provides mechanical support for essential cellular processes like cell division and movement. An emphasis will be placed on how the biochemical properties of actin, actin-binding proteins and motors are used to generate mechanical force necessary for the respective biological function. Topics will include some controversial and emerging hypotheses in the field: sliding versus depolymerizing hypotheses for constriction of the contractile ring in cytokinesis, roles of cytoskeleton in pathogen entry and propagation, organelle dynamics, polarity establishment in cell migration, immunological synapse and neuronal function.

Class Format: three hours per week

Requirements/Evaluation: class participation and several short papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: BIOL 202; open to juniors and seniors

Enrollment Preferences: senior Biology majors who have not taken a 400-level course, then juniors

Enrollment Limit: 24

Expected Class Size: 24

Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements:

Division 3

Other Attributes: BIMO Interdepartmental Electives

Spring 2017

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Pei-Wen Chen

SEM Section: 02 TR 11:20 AM 12:35 PM Instructor: Pei-Wen Chen

BIOL 414(F) Life at Extremes: Molecular Mechanisms

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many...
organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins- and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

Class Format: discussion, three hours per week
Requirements/Evaluation: evaluation will be based on class participation and several short papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: BIOL 202; open to juniors and seniors
Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then juniors
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements:
Division 3
Other Attributes:
BIMO Interdepartmental Electives

BIOL 416 Epigenetics

After decades of studies emphasizing the role of DNA in heredity, scientists are now turning their attention from genetics to a variety of heritable phenomena that fall under the heading of epigenetics, heritable changes that do not result from an alteration in DNA sequence. Research reveals that stable changes in gene function can result from, for example, stable changes in protein conformation, protein modification, DNA methylation, or the location of a molecule within the cell. Using readings from the primary literature, we will explore the epigenetic nature and molecular mechanisms underlying a diverse array of phenomena such as prion propagation, genetic imprinting, dosage compensation, transvection, centromere formation, vernalization, and programmed genome rearrangements. The significance of epigenetic processes for development, evolution, and human health will be discussed.

Class Format: discussion, three hours per week
Requirements/Evaluation: evaluation will be based on class participation and several short papers
Prerequisites: BIOL 202; open to juniors and seniors
Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then juniors
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements:
Division 3
Other Attributes:
BIMO Interdepartmental Electives

BIOL 417(F) Translational Immunology: From Bench to Bedside

Recent advances in the field of immunology have led to the development of new approaches to prevent and treat diseases that affect millions of people worldwide. Discoveries that elucidate the body's natural immune response have become powerful tools in treating the world's major diseases— infection, autoimmunity and cancer. This course will use readings from the primary literature to explore central themes involved in translating basic research to new clinical and therapeutic approaches. Topics will include vaccine development, transplantation immunology, autoimmunity and cancer immunotherapy.

Class Format: seminar/conference
Requirements/Evaluation: evaluation will be based on class participation and several short papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202; open to juniors and seniors
Enrollment Preferences: senior Biology majors who have not taken a 400-level course; then juniors
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: does not satisfy the distribution requirement in Biology
Distributional Requirements:
Division 3
Other Attributes:
PHLH Biomedical Determinants of Health

BIOL 418 Signal Transduction to Cancer

Division of normal cells is a highly regulated process based on input from both intrinsic and extrinsic signals. The cell's response to its environment affects all aspects of cell behavior: proliferation, death, differentiation and migration. The goal of the course is to understand the molecular mechanisms of signal transduction that guide normal cell behavior and how disruptions in this process can lead to cancer. We will focus on the Hedgehog-Gli signaling pathway, that is mutated in 40% of all known cancers. Genetic studies will serve as an introduction to the components of the pathway, followed by an examination of the molecular mechanisms of signal reception, transduction of intracellular information, scaffolding and transcriptional targets. The final section of the course will investigate how high throughput screens, medicinal chemistry studies and mouse models are used to identify small molecular inhibitors of pathway components. We will consider the effectiveness of these inhibitors in pharmacological studies, clinical trials and potential cancer treatments.

Class Format: seminar
Requirements/Evaluation: four papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL 202 or permission of instructor
Enrollment Preferences: seniors and then juniors
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: does not satisfy the distribution requirement in Biology
Distributional Requirements:
Division 3
Other Attributes:
BIMO Interdepartmental Electives

BIOL 422(F) Ecology of Sustainable Agriculture

Crosslistings: BIOL 422/ENVI 422

A seminar/field course investigating patterns, processes, and concepts of stability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

Class Format: seminar; two 75 minute sessions per week
Requirements/Evaluation: evaluation will be based on writing assignments, seminar presentation, and course participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor
Enrollment Preferences: open to juniors and seniors
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: Satisfies the distribution requirement in Biology; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program
Distributional Requirements:
Division 3
Other Attributes:
ENVI Natural World Electives
ENVS Group EB-A Electives
PHLH Nutrition, Food Security + Environmental Health

BIOL 424T Conservation Biology (W)

Crosslistings: BIOL 424/ENVI 424

This tutorial examines the application of population genetics, population ecology, community ecology, and systematic to the conservation of biological diversity. While the focus of this tutorial is on biological rather than social, legal, or political issues underlying conservation decisions, the context is to develop science-based recommendations that can inform policy. Topics include extinction, the genetics of small populations, habitat fragmentation, the impact of invasive species, restoration ecology, design of reserves and conservation strategies.

Format: tutorial/field trip, one to three hours per week
Requirements: evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, and course participation
Class Format: tutorial/field trip

BIOL 424T Conservation Biology (W)

Crosslistings: BIOL 424/ENVI 424

This tutorial examines the application of population genetics, population ecology, community ecology, and systematic to the conservation of biological diversity. While the focus of this tutorial is on biological rather than social, legal, or political issues underlying conservation decisions, the context is to develop science-based recommendations that can inform policy. Topics include extinction, the genetics of small populations, habitat fragmentation, the impact of invasive species, restoration ecology, design of reserves and conservation strategies.

Format: tutorial/field trip, one to three hours per week
Requirements: evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, & course participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: BIOL/ENVI 203 or BIOL 302 or 305 or permission of instructor; open to juniors and seniors
Enrollment Preferences: open to juniors and seniors
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: satisfies the distribution requirement in Biology
Distributional Requirements:
Division 3
Other Attributes:
BIMO Interdepartmental Electives

Not Offered Academic Year 2017

SEM Instructor: Robert Savage

BIOL 424T Conservation Biology (W)

Crosslistings: BIOL 424/ENVI 424

This tutorial examines the application of population genetics, population ecology, community ecology, and systematic to the conservation of biological diversity. While the focus of this tutorial is on biological rather than social, legal, or political issues underlying conservation decisions, the context is to develop science-based recommendations that can inform policy. Topics include extinction, the genetics of small populations, habitat fragmentation, the impact of invasive species, restoration ecology, design of reserves and conservation strategies.

Format: tutorial/field trip, one to three hours per week
Requirements: evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, & course participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: BIOL/ENVI 203 or BIOL 302 or 305 or permission of instructor; open to juniors and seniors
Enrollment Preferences: open to juniors and seniors
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: satisfies the distribution requirement in Biology
Distributional Requirements:
Division 3
Other Attributes:
BIMO Interdepartmental Electives

Not Offered Academic Year 2017

SEM Instructor: Robert Savage
### BIOL 426T Frontiers in Muscle Physiology: Controversies (W)

While an active muscle fiber, contraction of muscle is far from the only function of this intriguing organ system. Muscle plays a major role in metabolic regulation of organisms, acts as a glucose storage facility, regulates blood pressure in mammals, and produces numerous hormones. The mechanism for contractile activity varies not only among different organisms, but also among different muscles within the same organism. Controversies, disagreements, and arguments pervade the muscle biology literature perhaps because of the integrative nature of the science. In this tutorial course, we will utilize molecular, physiological, comparative, and evolutionary aspects of muscle biology to address current controversies of this dynamic tissue. Some questions that will be addressed include: 1) Lactic acid generated by skeletal muscle is / is not involved with fatigue at high exercise intensity, 2) Satellite cells are / are not obligatory for skeletal muscle hypertrophy, 3) Do mammals possess the same “stretch activation” of skeletal muscle as seen in insect flight muscle?, 4) Are smooth and skeletal muscles from the same lineage of cells, or do they represent convergent evolution on the tissue level? After an initial group meeting, students meet weekly with a tutorial partner and the instructor for an hour each week. Every other week at this tutorial meeting, students present a written and oral critical analysis of the assigned research articles. Students not making a presentation question and critique the work of their colleague.

#### Class Format:
tutorial meeting one hour a week

#### Requirements/Evaluation:
evaluation is based on five tutorial papers of four pages each, five critiques, tutorial presentations, and general participation

#### Enrolment Limit:
10

#### Expected Class Size:
10

#### Dept. Notes:
does not satisfy the distribution requirement in the Biology major

#### BIOL 493(F) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

#### Class Format:
independent study

#### Extra Info:
this is part of a full-year thesis (493-494)

#### Distributional Requirements:
Division 3

### Fall 2016

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<td>01</td>
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<td>Joan Edwards</td>
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#### BIOL 494(S) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

#### Class Format:
independent study

#### Extra Info:
this is part of a full-year thesis (493-494)

#### Distributional Requirements:
Division 3

### Spring 2017

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#### BIOL 499 Biology Colloquium

Scientists from around the country who are on the cutting edge of biological research come to talk about their work. Students of Biology at any level are welcome.

#### Class Format:
lecture

#### Extra Info:
this is not a for-credit course; registration is not necessary to attend

#### Distributional Requirements:
Non-divisional

### CHEMISTRY (DIV III)

#### Chair: Professor AMY GEHRING

#### Professors:
A. GEHRING, L. KAPLAN***, C. LOVETT**, L. PARK*, E. PEACOCK-LOPEZ, D. RICHARDSON, T. SMITH, J. THOMAS***. Associate Professors:
G. GOH, G. GOH, Assistant Professors: J. BLAIR, Visiting Assistant Professor: P. PUMPER, Lecturer Emerita: A. SKINNER, Lecturer: J. MACINTIRE. Lab Instructors: A. NDUWUMWAMI, L. STRAUDEL.

#### MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity 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 of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its 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. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

In the junior year, candidacy can be achieved in several ways, preferably beginning in the student’s first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with his or her background in other sciences, interests, and goals. A student’s program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. 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.

All students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon performance on the departmental placement test results and consultation with the chair; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account. The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101; Computer Science 134; Mathematics 130, 140, 150, 151; Physics 131, 141; or any courses in...
these departments for which the approved courses are prerequisites. CHEM 155 counts for two courses toward the major, but a single course toward graduation credit. Starting at the 300 level, at least three of the courses taken must have a laboratory component, and at least one must be selected from Chemistry 361, 366, 364, or 367. (The specific course elected, in consultation with the chair or major advisor, will depend on the student's future plans.) In addition, the department has a number of “Independent Research Courses” which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

Foundational Courses

First Year
Fall: 151, 153 or 155 Gateway courses
Spring: 156 Organic Chemistry: Introductory Level

Second Year
Fall: 251 (or 255) Organic Chemistry: Intermediate Level
Spring: 256 Advanced Chemical Concepts (or 300-level if completed 155)

Elective Courses
319 Integrative Bioinformatics, Genomics, and Proteomics Lab
321 Biochemistry I-Structure and Function of Biological Molecules
322 Biochemistry II-Metabolism
324 Enzyme Kinetics and Reaction Mechanisms
326 Chemical Biology: Discoveries at the Interface
335 Inorganic/Organometallic Chemistry
336 Materials Chemistry
338 Bioinorganic Chemistry: Metals in Living Systems
341 Toxicology and Cancer
342 Synthetic Organic Chemistry
343 Medicinal Chemistry
344T Physical Organic Chemistry
347 Physical Organic Chemistry
348 Polymer Chemistry
361 Quantum Chemistry and Chemical Dynamics
364 Instrumental Methods of Analysis
366 Thermodynamics and Statistical Mechanics
367 Biophysical Chemistry
368T Computational Chemistry and Molecular Spectroscopy

Independent Research Courses
393-W31-394 Junior Research and Thesis
397, 398 Independent Study, for Juniors
393-W31-494 Senior Research and Thesis
397, 498 Independent Study, for Seniors

For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

Biochemistry: Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 326, Chemistry 341, Chemistry 364, Chemistry 367, Students interested in biochemistry should consult with Professors Blair, Gehring, Kaplan, or Lovett.


Physical and Inorganic Chemistry: Chemistry 335, Chemistry 336, Chemistry 338, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Peacock-López, or Thoman. Students interested in inorganic chemistry should consult with Professors Barber, C. Goh, or Park. Students interested in materials science should consult with Professors Barber, C. Goh, or Park.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum; and at least one course should be taken. The department's curriculum is approved by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering a career in any of the areas: 151 (153 or 155), 156, 251 (255), 256, 321, 335, 364, 361 (366 or 367) and at least 4 courses (two of which must have a laboratory component) from our remaining upper level electives: 319, 322, 324, 326, 336, 338, 341, 342, 343, 344T, 348, 361, 366, 367, 368T, 493, 494, 497, 498, BIMO 401. In addition, students are strongly encouraged (though not required) to pursue independent research in some form. Students completing these requirements can be designated Certified A.C.S. Majors.

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 faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science

In this course, designed for students who do not plan to major in the natural sciences, we use a case-oriented approach to explore selected topics of forensic science. These include: (1) the scientific and technological foundation for the examination of physical, chemical, and biological items of evidence, and (2) the scope of expert qualifications and testimony, the legal status of scientific techniques, and the admissibility of the results in evidence. The analysis of trace evidence, including glass, soil, gunpowder residues and bullet fragments, and inorganic and heavy metal poisons are discussed through an understanding of the basics of concepts of chemistry and analytical chemistry. Forensic toxicology and pharmacology are applied to the analysis of alcohol, poisons, and drugs based upon the principles of organic chemistry and biochemistry. The characterization of blood and other body fluids necessitates an understanding of organic chemistry and molecular genetics. The cases which stimulate the exploration of these areas include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (Fatal Vision), the Warren Zevon case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Rodney Anthony case, the Tylenol poisonings, and the identity of Anastasia. Interactive demonstration sessions provide an appreciation of scientific experimentation in general and the work of a crime lab in particular. It includes an analysis of evidence and provides an opportunity to learn forensic techniques such as chromatography (for ink, drug, and fire accelerant analysis), spectroscopy (for alcohol and drug analysis), and electrophoresis (for DNA fingerprinting).

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Students interested in Bioinformatics, Genomics, and Proteomics should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.

 beginner requirements/Evaluation: evaluation is based on problem sets and/or quizzes, hour tests, a final exam, and papers

Prerequisites: none; designed for the non-science major who does not intend to pursue a career in the natural sciences; not open to students who have taken CHEM 151, 153, 155, 156/251, or 256

Class Format: lecture, three times per week
CHEM 115 AIDS: The Disease and Search for a Cure
Since the discovery of the human immunodeficiency virus (HIV-1) in 1983, modern techniques of molecular biology have revealed much about its structure and life cycle. The intensity of the scientific investigation directed at HIV-1 is unprecedented in history. We now know more about this virus than any other known pathogen. However, the early optimism concerning the prospects for an effective AIDS vaccine, and the molecular targets of anti-HIV drugs, is for a cure. We look at how HIV-1 interacts with the human immune system and discuss prospects for developing an effective HIV vaccine.  
Class Format: lecture, three times per week; laboratory, four hours per week  
Requirements/Evaluation: evaluation is based on frequent electronic and quantitative written weekly problem set assignments, laboratory work and reports, quizzes, two tests, and a final exam  
Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/ may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: students planning to take the Chemistry Placement Test prior to registering for the course & to meet with a faculty member during First Days; students who have studied chemistry for one or more years are directed to CHEM 153 or 155  
Enrollment Limit: none  
Expected Class Size: 45  
Dept. Notes: CHEM 151 may be taken concurrently with MATH 102—see under Mathematics; CHEM 151 or its equivalent is prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration  
Distributional Requirements: Division 3  
Quantitative/Formal Reasoning  
Other Attributes: BIMO Required Courses  
ENVS Group EC-A Electives  
Fall 2016  
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: David Richardson  
LAB Section: 02 M 01:00 PM 05:00 PM  
LAB Section: 03 T 01:00 PM 05:00 PM  
LAB Section: 04 R 01:00 PM 05:00 PM  

CHEM 153(F) Concepts of Chemistry (Q)
This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopy. Laboratory work includes synthesis, qualitative and quantitative chemical analysis, and molecular modeling. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamental ideas of chemistry as part of their general education.  
Class Format: lecture, three hours per week; laboratory, four hours per week  
Requirements/Evaluation: evaluation is based on quantitative written weekly problem set assignments, laboratory work and reports, hour tests, and a final exam  
Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/ may not be taken on a pass/fail basis  
Prerequisites: students are required to take the online Chemistry Placement Test prior to registering for the course & to meet with a faculty member during First Days  
Enrollment Limit: none  
Expected Class Size: 60  
Dept. Notes: one of CHEM 151 or 153 or 155 required for the BIMO concentration  
Distributional Requirements: Division 3  
Quantitative/Formal Reasoning  
Other Attributes: BIMO Required Courses  
ENVS Group EC-A Electives  
Fall 2016  
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Amy Gehring  
LAB Section: 02 M 01:00 PM 05:00 PM  
LAB Section: 03 T 01:00 PM 05:00 PM  
LAB Section: 04 W 01:00 PM 05:00 PM  
LAB Section: 05 R 01:00 PM 05:00 PM  
LAB Section: 06 T 08:00 AM 12:00 PM  

CHEM 155(F) Principles of Modern Chemistry (Q)
This course is designed for students with strong preparation in secondary school chemistry, including a laboratory experience, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding score of 5 of the AP Chemistry Exam (or a 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, industrial, environmental, biological, and medicinal chemistry. Laboratory work includes synthesis, characterization, and reactivity of coordination complexes, electrochemical analysis, materials chemistry, qualitative analysis, and molecular modeling. This course is of interest for students who are anticipating professional study in chemistry, related sciences, or one of the health professions, as well as for students who wish to explore the fundamental ideas of chemistry as part of their general education.  
Class Format: lecture, three hours per week; laboratory, four hours per week  
Requirements/Evaluation: evaluation is based on weekly problem sets, laboratory work and reports, an hour test, and a final exam  
Extra Info: information about the Chemistry Placement Test can be found at http://chemistry.williams.edu/placement/ may not be taken on a pass/fail basis; not available for the fifth course option
CHEM 156(S) Organic Chemistry: Introductory Level (Q)

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 initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic resonance spectroscopy, substitution and elimination reactions, and the addition reactions of alkenes and alkynes. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation will be based on quantitative problem sets, laboratory performance, including written lab reports, three midterm exams, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHEM 151 or 153 or 155 or placement exam or permission of instructor
Enrollment Limit: 16 per lab
Expected Class Size: 120
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: BIMO Required Courses
MTSC Related Courses

CHEM 251(F) Organic Chemistry: Intermediate Level

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concept of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carboxyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CHEM 156 or permission of instructor
Enrollment Limit: 16 per lab
Expected Class Size: 100
Distributional Requirements: Division 3
Other Attributes: BIMO Required Courses
MTSC Related Courses

CHEM 255(F) Organic Chemistry: Intermediate Level—Special Laboratory Section

This course is a continuation of CHEM 156 and contains the same material as CHEM 251 except for the laboratory program described below. The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for planning the course of their laboratory work based upon discussions with the instructor about the previous week’s experimental results. Students are drawn from CHEM 156 with placement based upon student selection and nomination by the CHEM 156 instructor. Participants attend their regular CHEM 251 lecture but attend the special laboratory section instead of a CHEM 251 laboratory section.

Class Format: lecture, three hours per week; laboratory, four hours per week; weekly one-hour discussion
Requirements/Evaluation: evaluation is based on the requirements for the CHEM 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of instructor
Enrollment Preferences: sophomores
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: course was developed under a grant from the Ford Foundation
Distributional Requirements: Division 3
Other Attributes: ENVS Group EC-B Electives
MTSC Related Courses
students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will learn the fundamental experimental techniques of biochemistry including structure and function of biological molecules and the interactions between macromolecules are discussed. The structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from these structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed.

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from these structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The course introduces the tools of chemical biology, focusing on how small chemical molecules directed at biological systems facilitate answering important questions in biology. Building upon this foundation of chemical and biological techniques, this course will study current applications of these techniques through case studies of recent discoveries. Topics covered include bioconjugation, chemical genetics, extending the genetic code, activity-based probes, and fragment-based drug discovery.

This lecture course provides an in-depth presentation of the complex metabolic reactions which are central to life. Emphasis is placed on the biochemical flow of energy (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

This functional genomic strategy will be coupled with independent projects using phosphorlation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week
Requirements/Evaluation: lab participation, several short homework assignments, on lab report and one exam.
Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.
Enrollment Preferences: seniors, then juniors, then sophomores
Expected Class Size: 12

CHEM 321(F) Biochemistry I: Structure and Function of Biological Molecules (Q)

Crosslistings: BIMO 321/BIOL 321

This course introduces the basic concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from these structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The course introduces the tools of chemical biology, focusing on how small chemical molecules directed at biological systems facilitate answering important questions in biology. Building upon this foundation of chemical and biological techniques, this course will study current applications of these techniques through case studies of recent discoveries. Topics covered include bioconjugation, chemical genetics, extending the genetic code, activity-based probes, and fragment-based drug discovery.

Class Format: lecture, three hours per week
Requirements/Evaluation: evaluation is based on several exams and
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CHEM/BIOL/BIMO 321 or permission of instructor
Enrollment Limit: none
Expected Class Size: 10
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives
Not Offered Academic Year 2017

CHEM 326 Chemical Biology: Discoveries at the Interface

Complex biological behavior is driven by the chemistry of biological molecules including secondary messengers, lipids, proteins, and nucleic acids. Chemists and biologists have recognized that manipulating the chemistry of these systems affords a powerful method to regulate and study cellular activity. The burgeoning field of chemical biology encompasses these efforts. This course introduces the tools of chemical biology, focusing on how small chemical molecules directed at biological systems facilitate answering important questions in biology. Building upon this foundation of chemical and biological techniques, this course will study current applications of these techniques through case studies of recent discoveries. Topics covered include bioconjugation, chemical genetics, extending the genetic code, activity-based probes, and fragment-based drug discovery.

Class Format: lecture, three hours per week
Requirements/Evaluation: evaluation is based on class participation, several short papers, and a final research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CHEM/BIOL/BIMO 321
Enrollment Limit: 19
Expected Class Size: 16
Distributional Requirements: Division 3
Other Attributes: BIMO Interdepartmental Electives
Not Offered Academic Year 2017

CHEM 335(F) Inorganic/Organometallic Chemistry

This course covers fundamental aspects of the chemistry of transition metals and main group elements and highlights how these properties are key to understanding the roles of these elements in a range of applications, from the catalysis of synthetic organic transformations, the functions of enzymatic processes, the production of commodity chemicals such as plastics, to the actions of metal-based drugs such as cis-platin. The course introduces concepts of symmetry and group theory, and applies them in a systematic approach to the study of the structure, bonding, and spectroscopy of...
coordination and inorganic compounds. The course also covers the kinetics and mechanism of selected inorganic and organometallic reactions. Through exploration of primary literature and review articles we will discuss recent developments and applications in inorganic chemistry, such as finding molecular solutions to the capture of solar energy, to cancer treatments and to optimizing industrial-scale reactions.

Class Format:
lecture, three hours per week

Requirements/Evaluation:
evaluation is based on problem sets, exams, presentations, and group-based literature reviews

Extra Info: may not be taken on a pass/fail basis

Prerequisites: CHEM 155 or 256 and 251/255

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:
Division 3

Other Attributes:
MTSC Related Courses

Fall 2016
LEC Section: 01  MWF 09:00 AM 09:50 AM Instructor: Christopher Goh

CHEM 336(F) Materials Chemistry
Materials Science focuses on the study of bulk physical properties such as hardness, fracture toughness, plasticity. Materials chemists bridge the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. This course will cover a variety of different types of materials and their properties, including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals), nanoscale structures, and electronic. We’ll examine some of the latest developments in materials chemistry, including new strategies for the synthesis and preparation of materials on different length scales, as well as a variety of potential applications of emerging technologies. Laboratory will include analysis of thermal properties, optical properties, force curves, as well as the preparation and measurement of mesoscale and nanoscale structures and their properties.

Class Format:
lecture, three hours per week

Requirements/Evaluation:
evaluation is based on problem sets, reviews of research articles, hour exams, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: CHEM 155 or 256 and 251/255

Enrollment Limit: 24

Expected Class Size: 16

Distributional Requirements:
Division 3

Other Attributes:
MTSC Core Courses

Fall 2016
LEC Section: 01  TR 08:30 AM 09:45 AM Instructor: Patrick Barber

CHEM 338(S) Bioorganic Chemistry: Metals in Living Systems
Bioorganic chemistry is an interdisciplinary field that examines the role of metals in living systems. Metals are key components of a wide range of processes, including oxygen transport and activation, catalytic reactions such as photosynthesis and nitrogen-fixation, and electron-transfer processes. Metals perform regulatory roles and stabilize the structures of proteins. In medical applications, the metals are central to many diagnostic and therapeutic tools. To understand the role metals in these biological processes, we will cover principles of coordination chemistry: topics such as structure and bonding, spectroscopic methods, electrochemistry, kinetics and reaction mechanisms. Building on this fundamental understanding of the nature of metals, students explore topics of current interest in the field.

Class Format:
lecture and tutorial-style meetings, 3 hours per week

Requirements/Evaluation:
evaluation is based on problem sets, two exams, tutorial participation, a class presentation, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 155 or CHEM 256 and 251/255

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 3

Other Attributes:
BIMO Interdepartmental Electives

Spring 2017
LEC Section: 01  TR 09:55 AM 11:10 AM Instructor: Thomas Smith

CHEM 342(S) Synthetic Organic Chemistry (W)
The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester’s final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. Laboratory sessions introduce students to techniques for synthesis and purification of natural products and their synthetic precursors.

Class Format:
lecture, three hours per week; laboratory, four hours per week

Requirements/Evaluation:
evaluation is based on problem sets, midterm exams, laboratory work, a final project, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 256 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements:
Division 3

Writing Intensive

Other Attributes:
BIMO Interdepartmental Electives

Spring 2017
LEC Section: 01  MW 07:00 PM 08:15 PM Instructor: Christopher Goh

CHEM 341(S) Toxicology and Cancer
Crosslistings: CHEM 341/ENVI 341

What is a poison and what makes it poisonous? Paracelsus commented in 1537: “What is not a poison? All things are poisonous (and nothing is without poison). The dose alone keeps a thing from being a poison.” Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons? This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format:
lecture, three times per week

Requirements/Evaluation:
evaluation is based on two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

Enrollment Limit: 30

Expected Class Size: 24

Distributional Requirements:
Division 3

Not Offered Academic Year 2017

LEC  Instructor: Thomas Smith

CHEM 344T(S) Physical Organic Chemistry

This course extends the background derived from previous chemistry courses to the understanding of organic reaction mechanisms. Correlations between
structure and reactivity are examined in terms of kinetic and thermodynamic parameters including: solvent effects, isotope effects, stereoechemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. For the first 7 weeks, the class meets once a week for an introductory lecture. A second tutorial meeting between the instructor and 2 other students occurs early the following week, for example during the laboratory time period. During this time, students work through and present solutions to an assigned problem set. For the remaining 5 weeks, students execute a self-designed set of laboratory experiments that revolve around physical organic methods. Students present and critique results each week (in the hour time slot). The experiments culminate in a final paper.

Class Format: tutorial, 90 minutes per week; lecture, one hour per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on problem sets, participation, laboratory work, and a final laboratory paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CHEM 251/255

Enrollment Preferences:

Enrollment Limit: 12

Expected Class Size: 10

Distributional Requirements: Division 3

Other Attributes:

BIMO Interdepartmental Electives

Expected Class Size: 10

Class Format: lecture, two meetings per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on problem sets, participation, exams, laboratory work, and a final project

Prerequisites: CHEM 251/255

Enrollment Preferences: Chemistry majors

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 3

Other Attributes:

BIMO Interdepartmental Electives

MTSC Related Courses

Not Offered Academic Year 2017

LEC Instructor: Sarah Goh

CHEM 348 Polymer Chemistry

From synthetic to natural macromolecules, we encounter polymers everywhere and everyday. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include condensation and chain (anionic, cationic, radical) polymerizations, dendrimers, controlling molecular weight, ring opening, and biopolymer syntheses. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered.

Class Format: lecture, two meetings per week; laboratory, four hours per week

Requirements/Evaluation: evaluation is based on problem sets, participation, exams, laboratory work, and a final project

Prerequisites: CHEM 251/255

Enrollment Preferences: Chemistry majors

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 3

Other Attributes:

BIMO Interdepartmental Electives

MTSC Related Courses

CHEM 366(S) Thermodynamics and Statistical Mechanics

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and practical demonstrations of the theory of real and ideal systems studied in class.

Class Format: lecture, three hours per week; laboratory, four hours per week; discussion, one hour per week

Requirements/Evaluation: evaluation is based on class participation, oral presentations, problem sets, laboratory work, and an independent project.

Extra Info: may not be taken on a pass/fail basis

Prerequisites: CHEM 155 or 256, and basic knowledge of applied integral and differential calculus

Enrollment Limit: none

Expected Class Size: 12

Distributional Requirements: Division 3

Other Attributes:

BIMO Interdepartmental Electives

MTSC Related Courses

CHEM 368T(S) Computational Chemistry and Molecular Spectroscopy

This course provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy.
Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in the laboratory session and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

**Class Format:** tutorial, meeting time to be determined

**Requirements/Evaluation:** evaluation is based on tutorial participation, presentations, and submitted papers

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** CHEM 361 or equivalent background in Physics

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Spring 2017**
- **TUT Section:** T1  MWF 12:00 PM 12:50 PM  Instructor: Enrique Peacock-Lopez

**CHEM 393(F) Junior Research and Thesis:** Chemistry Chemistry junior research and thesis.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:**
- Division 3

**Fall 2016**
- **HON Section:** 01  TBA  Instructor: Amy Gehring

**CHEM 394(S) Junior Research and Thesis:** Chemistry Chemistry junior research and thesis.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:**
- Division 3

**Spring 2017**
- **IND Section:** 01  TBA  Instructor: Amy Gehring

**CHEM 397(F) Independent Study, for Juniors:** Chemistry Chemistry independent study for juniors.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:**
- Division 3

**Fall 2016**
- **IND Section:** 01  TBA  Instructor: Amy Gehring

**CHEM 398(S) Independent Study, for Juniors:** Chemistry Chemistry independent study for seniors.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:**
- Division 3

**Spring 2017**
- **IND Section:** 01  TBA  Instructor: Amy Gehring

**CHEM 493(F) Senior Research and Thesis**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis. Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

**Class Format:** independent study

**Requirements/Evaluation:** this is part of a full-year thesis (493-494)

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:**
- Division 3

**Fall 2016**
- **HON Section:** 01  F 01:10 PM 01:25 PM  Instructor: Amy Gehring

**CHEM 494(S) Senior Research and Thesis**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis. Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

**Class Format:** independent study

**Requirements/Evaluation:** this is part of a full-year thesis (493-494)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Distributional Requirements:**
- Division 3

**Spring 2017**
- **IND Section:** 01  F 01:10 PM 01:25 PM  Instructor: Amy Gehring

**CHEM 497(F) Independent Study, for Seniors:** Chemistry Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

**Class Format:** independent study

**Distributional Requirements:**
- Division 3

**Fall 2016**
- **IND Section:** 01  TBA  Instructor: Amy Gehring

**CHEM 498(S) Independent Study, for Seniors:** Chemistry Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

**Class Format:** independent study

**Distributional Requirements:**
- Division 3

**Spring 2017**
- **IND Section:** 01  TBA  Instructor: Amy Gehring

**CLASSICS (DIV I)**

Chair: Professor AMANDA WILCOX

Professors: K. CHRISTENSEN**, M. HOPPIN. Associate Professors: E. DEKEI, A. WILCOX. Visiting Assistant Professor: K. DRAPER.

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Greco-Roman worlds from various perspectives, including literature, history, archaeology, art, philosophy, and religion. Courses are of two types: language (Greek and Latin) and translation (Classical Civilization).

The 100-level language courses are intensive introductions to Greek and Latin grammar; the 200-level language courses combine comprehensive grammar review with readings from Greek or Latin texts of pivotal historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Courses in which texts are read in translation provide both surveys and more specialized study of the classical world from earliest historical times through late antiquity.

**MAJOR**

Majors and prospective majors are encouraged to consult with the department’s faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course or courses in ancient history are strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for any study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

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

**Classics:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language; (2) Three additional courses, elected from the offerings in Greek, Latin, or Classical Civilization or from approved courses in other departments; 3) Participation in the Senior Colloquium.

**Classical Civilization:** (1) Either Classics 101 or 102 and one of Classics 222, 223, or 224; (2) Three additional courses from the offerings in Classical Civilization or from approved courses in other departments (3) Three courses in Greek or Latin with at least one at the 400 level, or four courses in Latin at any level; (4) A senior independent study is normally required to complete the Classical Civilization major. Several of the courses elected, including the independent study, should relate to each other in such a way as to reflect a concentration on a particular genre, period, or problem of Greek and Roman civilization, including topics in ancient art and archaeology, religion in the Greco-Roman world, and ancient philosophy; 4) Participation in the Senior Colloquium.

The number of courses from other departments are cross-listed with Classics and may be elected for the major, for instance, Art History 213 Greek Art and Myth, Philosophy 201 Greek Philosophy, and Religion 210 Reading Jesus, Writing Gospels. Appropriate courses that are not cross-listed may also count toward the major with the approval of the Chair of Classics. Examples of such courses, which vary from year to year, are Art History 105 Picturing God in the Middle Ages, Religion/Jewish Studies 201 The Hebrew Bible, Religion 212 The Development of Christianity, and Political Science 231 Ancient Political Thought.

**Senior Colloquium:** Senior majors are required to enroll in CLAS 499 in both semesters. The topics and activities of this colloquium, which normally meets every other week for an hour, vary according to the interests of the participants. Junior majors are also encouraged to participate.

**THE DEGREE WITH HONORS IN CLASSICS**

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the 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. In order to
write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal before the end of the spring semester of their junior year that earns departmental approval. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

**CLASSICS COURSES**

**CLAS 101(S) The Trojan War (W)**

*Crosslistings: CLAS 101/COMP 107*

The Trojan War may or may not have taken place near the end of the Bronze Age (c1100), but it certainly provided poets, visual artists, historians, philosophers, and many others in archaic and classical Greece (750-320) with a rich discourse for engaging questions about gender, exchange, desire, loss, and remembrance, and about friendship, marriage, army, city-state and religious cult. This discourse of "The Trojan War" attained a remarkable coherence yet also thrived on substantial variations and changes over the 300-400 years of Greek literature we will explore, a dynamic of change and continuity that has persisted through the more than two millennia of subsequent Greek, Roman, Western, and non-Western participation in this discourse. More than half of the course will be devoted to the Homeric Iliad and Odyssey; we will also read brief selections from lyric poetry (e.g. Archilochus, Sappho of Lesbos), some scenes from Homer, the Iliad, and the Iliad itself, and students can visit the department’s website for information and links to helpful sites. You can find general study area guidelines for Classics here.

**CLAS 102 Roman Literature: Foundations and Empire**

*Crosslistings: CLAS 102/COMP 108*

In the first book of Vergil's Aeneid, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome’s origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the Aeneid but throughout literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans’ own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

**CLAS 200 History of the Book**

*Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280*

From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced and been influenced by every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant local resources, we will investigate how the changing form of the book interact across its long and diverse history. *All readings are in translation.*

**Class Format:** seminar

**Requirements/Evaluation:** class participation, short written assignments, and a final project

**Prerequisites:** none

**Enrollment Preferences:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:**
- Division 1

**Other Attributes:**
- HIST Group P Electives - Premodern

Not Offered Academic Year 2017

**SEM Instructor:** Eden Dekel

**CLAS 203(F) History of Ancient Greek Philosophy**

*Crosslistings: PHIL 201/CLAS 203*

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people are natural slaves. Why then could we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of Western thought in every area of philosophy. No one can have an adequate understanding of Western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Ionian, Ionian, and other places and then move on to Aristotle, the godfather of the Western intellectual tradition.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** short papers, possibly supplemented by one or more exams

**Prerequisites:** none; open to first-year students

**Enrollment Limit:** none

**Expected Class Size:** 20-40

**Dept. Notes:** Required course for Philosophy majors
CLAS 205 Ancient Wisdom Literature

Crosslistings: REL 205/CLAS 205/COMP 217/JYST 205

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature in Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack. All readings are in translation.

CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis

Crosslistings: REL 207/COMP 250/JYST 207/CLAS 207

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primordial history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imaging of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. All readings are in translation.

CLAS 210 The New Testament: Purpose, History and Method (W)

Crosslistings: REL 210/CLAS 210/COMP 213

The New Testament is the most important collection of documents in the Christian religion. This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writings (genres) were available to the authors of the new scriptures, and how were they used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament, perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical-critical ones in the 19th and into 20th century, more recently, by literary, feminist and post-colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as a historical and religious document. All readings are in translation.

CLAS 212/COMP 267/REL 267

Crosslistings: REL 267/CLAS 267/COMP 267

This course explores the nature and evolution of ancient Greek religion from the Bronze Age (1200s BCE) to the rise of Christianity, with a focus on ritual and cultic practices in their cultural and historical context. We will draw on the rich evidence provided by literary and documentary texts, and also take into account archaeological evidence, including works of art such as sculpture and vase painting. We will pay special attention to ritual in civic and political life, and its role in expressing and forming individual and group identity. We will also examine the intersection of religion and literature by reading works that describe or depict cultic practice, or that were composed for performance in ritual contexts. Readings include Homer's Iliad, Hesiod's Theogony, Euripides' Bacchae, Aristophanes' Women at the Thesmophoria, and selections from the Homeric Hymns and Pindar's Odes.

CLAS 218 Ancient Greek Religion

Crosslistings: CLAS 208/REL 208

This course explores the nature and evolution of ancient Greek religion from the Bronze Age (1200s BCE) to the rise of Christianity, with a focus on ritual and cultic practices in their cultural and historical context. We will draw on the rich evidence provided by literary and documentary texts, and also take into account archaeological evidence, including works of art such as sculpture and vase painting. We will pay special attention to ritual in civic and political life, and its role in expressing and forming individual and group identity. We will also examine the intersection of religion and literature by reading works that describe or depict cultic practice, or that were composed for performance in ritual contexts. Readings include Homer's Iliad, Hesiod's Theogony, Euripides' Bacchae, Aristophanes' Women at the Thesmophoria, and selections from the Homeric Hymns and Pindar's Odes.
Division 1

CLAS 213 Greek Art and Myth
Crosslistings: ARTH 213/CLAS 213

Classical myth provides rich subject matter for painters and sculptors throughout the history of western art. This course investigates the earliest representation of myth in Greek art of the seventh through the first centuries B.C.E. Sophisticated narratives involving gods and heroes first appear in a variety of forms and contexts. Myth informs the visual culture of the Greeks on many levels, from paintings on vases used in domestic contexts to the marble sculpture that decorated the monumental temples of great sanctuaries throughout the Greek world. The purpose of the course is two-fold: to familiarize students with the subjects and narratives of Greek myths and the underlying belief system that, in part, produced them, and also provide a comprehensive outline of developments in Greek art in the first millennium B.C.E. Special interest will be the techniques developed by artists for representing narratives visually, as well as the conceptual issues that underlie certain myths, such as sacrifice, war, marriage, coming of age, specific festivals, and the relationships between men and women, and those between mortals and immortals. Reading will include ancient literature in translation (Hesiod, Homer, Sappho, Aischylus, Sophokles, Euripides and Apollodoros) as well as secondary literature by contemporary authors that provides insights into the religious, social and historical developments that influenced artists in their choices of subject matter and style.

Class Format: lecture
Requirements/Evaluation: two short papers, quiz, hour test, final exam, required fieldtrip to The Metropolitan Museum in New York
Prerequisites: none
Enrollment Limit: 45
Expected Class Size: 45
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC Instructor: Elizabeth McGowan

CLAS 216 Body of Evidence: Greek Sculpture and the Human Figure
Crosslistings: ARTH 216/CLAS 216

From the beginnings of Greek sculpture in the eighth century B.C.E. until the end of the Hellenistic period in the first century B.C.E., the human figure remained the most prominent choice of subject for Greek artists. Introductory classes will cover sculpture in the Neolithic and Bronze Ages but the goal of this course is to study Greek sculpture in the first millennium B.C.E. with emphasis on ancient Greek ideas of function, surroundings and reception of male and female figures, both human and divine, from athletic, religious and funerary contexts, and look at dedications of individual figures as well as the complex mythological narratives found on Greek temples. Reading material includes ancient literature in translation as well as contemporary critical essays.

Class Format: lecture
Requirements/Evaluation: two short papers, midterm, final exam
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC Instructor: Elizabeth McGowan

CLAS 218 Gnosis, Gnostics, Gnosticism (W)
Crosslistings: REL 218/CMP 218/CLAS 218

What is gnosticism and Gnosticism? Who were the Gnostics? Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosticism, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics as well as to the debates over and claims made about Gnosticism in modern times. We shall explore neoplatonic, Jewish, and Christian thought, as well as modern spiritualism and esotericism. We shall also ask about how ancient Gnostics relate to later religious groups such as the Knights Templar and modern Theosophists. Readings include: Nag Hammadi writings in English, Irenaeus, Against All Heresies; David Brakke, The Gnostics; Elaine Pagels, The Gnostic Gospels; Karen King, What is Gnosticism? and The Secret Revelation of Mary Magdalene.

Class Format: lecture/discussion
Requirements/Evaluation: periodic reflection papers, 2 textual analysis papers, 2 historiographical analysis papers, and a final paper that entails a revision and expansion of an earlier paper
Prerequisites: none
Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history
Enrollment Limit: 15
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
LEC Instructor: David Brakke

CLAS 222 Greek History
Crosslistings: CLAS 222/HIST 222

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek of special interest into Asia through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual and religious movements to art; the growth of Greek thought and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC Instructor: Kerry Christensen

CLAS 223 Roman History
Crosslistings: CLAS 223/HIST 223

The study of Roman history involves questions central to the development of Western institutions, religion, politics and modes of thought. Scholars have looked to Rome both for actual antecedents of European cultural development and for paradigmatic scenes illustrating what they felt were cultural universals. Yet Roman history also encompasses the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until perhaps contemporary times. A close analysis of Roman history on its own terms shows the complex and fascinating results of an ambitious, self-confident nation's encounter both with unexpected events and crises at home, and with other peoples. As this course addresses the history of Rome from its mythologized beginnings through the reign of the emperor Constantine, it will place special emphasis on the impressive Roman ability to turn the unexpected into a rich source of cultural development, as well as the complex tendency later to interpret such ad hoc responses as inevitable. The Romans also provide a vivid portrait of the relationship between power and self-confidence on the one hand, and violence and ultimate disregard for dissent and difference on the other. Readings for this course will concentrate on a wide variety of original sources, and there will be a strong emphasis on the problems of historical interpretation.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on weekly brief in-class responses, one 9- to 10-page paper, a midterm, and a final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS
Distributional Requirements: Division 1
Other Attributes: HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC Instructor: Kerry Christensen

CLAS 224 Roman Archaeology and Material Culture
Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235

This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. The primary goal of the course is to help students understand the social and historical context in which Roman material culture was created and used. We will consider a variety of evidence from across the empire, including monumental and domestic architecture, wall painting, mosaics, sculpture, coins and inscriptions. Special emphasis will be placed on the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture
were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be “Roman” in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on classroom participation, quizzes, one 8- to 10-page paper, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Preferences:** majors or prospective majors in Classics, History, Art History, and Anthropology

**Enrollment Limit:** 40

**Expected Class Size:** 30

**Distribution Notes:** meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ARTH

**Distributional Requirements:**

- Division 1
- Other Attributes: ARTH pre-1600 Courses, HIST Group C Electives - Europe and Russia, HIST Group P Electives - Premodern

**Not Offered Academic Year 2017**

**LEC Instructor:** Kenneth Draper

**CLAS 236 Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern**

**Class Format:** lecture

**Crosslistings:** ARTH 236/CLAS 236/ENVI 236

This course traces the obscure history of demigods (satyrs, centaurs, nymphs, Pan, etc.) from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between the mythology of demigods and ancient political theory concerning primitive life; the relationship between the ancient and evolving conceptions of the environment, and the capacity of the visual arts to generate and transmit mythology that has a limited literary counterpart.

Individual demigods occasionally interact with gods or heroes, and end up in the pages of a book. But animal-human hybrids are usually envisioned as masse and exist primarily in visual art, where they thrive to this day. The interpretation of demigods has changed over time, keeping up with developments in ethics and evolving hierarchies of genre and taste. Demigods have been subordinated to the status of decoration, or banished altogether. In antiquity, they are hardly ornamental. Embodied in satyrs, nymphs, Pan, and the others is a collective vision of an alternate evolutionary trajectory and cultural history. In this parallel world, humans and animals not only talk to each other, but coexist with their animal-human hybrids. In this vision, the distinction between nature and culture is not meaningful. Male and female are more or less equal. The industrial revolution never happens. How much of the ancient conceptual framework informing the representation of demigods survives along with the visual imagery? We will examine the origins and mythology of the demigods in works of ancient art, including sculpture and painted vases, such as the François vase and the Parthenon, and ancient texts, such as Hesiod’s *Theogony* and Ovid’s *Metamorphoses.* We will contextualize these representations within ancient intellectual history via texts ranging in genre from Old Comedy and political theory to theology, religious history, philosophy, and ethics (e.g., Aristophanes, Demokritos, and Lucretius). We will investigate the survival of the ancient myth of evolution, and how this will enrich the methodological framework through which we approach those ancient conceptual categories.

**Not Offered Academic Year 2017**

**LEC Instructor:** Guy Hedreen

**CLAS 241/COMP 241/WGSS 241**

**Crosslistings:** CLAS 241/COMP 241/WGSS 241

In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the “classical” past with our own contemporary norms and values. We will carefully analyze, contextualize, and deconstruct a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic ( Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epiphanies, and early saints’ lives, in order to gain a deeper and more complex understanding of how gender and sexuality were experienced and represented in the culture of ancient Rome. Our primary sources will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men’s lives, women’s lives, and the lives of individuals who didn’t fit easily into either category. Additionally, the course will promote students’ capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still inevitably, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.

**Class Format:** lecture

**Requirements/Evaluation:** attendance, participation, midterm exam, final exam, final short research paper

**Prerequisites:** none

**Enrollment Preferences:** Art-History majors, Classics majors, sophomores, women

**Enrollment Limit:** 30

**Distributional Requirements:**

- Division 1
- Other Attributes: ARTH pre-1600 Courses

**Not Offered Academic Year 2017**

**LEC Instructor:** Amanda Wilcox

**CLAS 226T The Ancient Novel (W)**

**Crosslistings:** CLAS 226/COMP 226

In this course we read and closely analyze long works of fiction composed in the ancient Mediterranean between the first century BCE and the fourth century CE. To call these ancient works “novels” might be misleading, if our concept of novels is founded on the historical conditions that fostered the emergence of the modern novel (e.g., industrialization and widespread literacy). On another definition, however, the novel is that genre which, more than any other, devours and incorporates other genres. Judged by this standard, the works we will deal with in this course are quintessentially novels. They afford new perspectives on the diverse, cosmopolitan culture of the Hellenistic and late antique Mediterranean world in which they were originally written and read. Replete with spectacular tales of true love, death, danger, miracles, stunts, conversions, triumphant recognitions and happily-ever-after reconciliations, they access other classical genres such as history, tragedy, and epic by means of parody, allusion, and homage.

**Class Format:** lecture

**Requirements/Evaluation:** alternating papers and critiques

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none; not open to students who took this course as CLAS 196/COMP 196

**Enrollment Preferences:** sophomores and first-years intending to major in Classics, Comparative Literature, English, or another literature

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**

- Division 1
- Writing Intensive

**Not Offered Academic Year 2017**

**TUT Instructor:** Benjamin Rubin

**CLAS 241T Sex and Gender in Ancient Greece and Rome (D) (W)**

**Crosslistings:** CLAS 241/COMP 241/WGSS 241

In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the “classical” past with our own contemporary norms and values. We will carefully analyze, contextualize, and deconstruct a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epiphanies, and early saints’ lives, in order to gain a deeper and more complex understanding of how gender and sexuality were experienced and represented in the culture of ancient Rome. Our primary sources will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men’s lives, women’s lives, and the lives of individuals who didn’t fit easily into either category. Additionally, the course will promote students’ capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still inevitably, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.

**Class Format:** lecture

**Requirements/Evaluation:** five to six weekly tutorial papers, five to six readings, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
CLAS 248(S) Greek Art and the Gods
Crosslistings: ARTH 238/CLAS 248/REL 216
In the illiad, when the god Apollo is visualized, it is as a man, angry in his heaven, coming down from the peaks of Olympys, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: lecture and discussion
Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper
Prerequisites: none
Enrollment Preferences: preference will be given to pre-registered Art-History majors needing to fulfill the pre-1400 requirement; otherwise, the course is open to any interested student
Enrollment Limit: 40
Expected Class Size: 30
Dept. Notes: satisfies the pre-1400 requirement; satisfies the pre-1600 elective requirement for Art-History major.
Distribution Notes: meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses

Spring 2017
LEC Section: 01
TF 02:35 PM 03:50 PM
Instructor: Guy Hedreen

CLAS 260(F) Augustan Rome
Crosslistings: CLAS 260/HIST 260/ARTH 261
In 31 BCE, Octavian defeated Marc Antony at Actium, the culminating battle in a bloody civil war that had wracked the Roman state for years. As victor, Octavian found himself in a complex position: he was sole ruler over a society that traditionally abhorred monarchy, he had defeated a charismatic Roman citizen whose supporters might now pose resistance, and he had promised to re-establish a governmental system that seemed hopelessly broken. Octavian, soon given the honorific name Augustus, set about repairing the war-torn state while simultaneously solidifying his power. He announced that he had "restored the Republic," yet we regard him as Rome’s first emperor. How did those living through this transition and subsequent ancient authors interpret it? How do works of art from Augustus’ time contribute to, or resist, the idea that he ushered in a Roman “golden age”? In this course we will consider these questions using a range of sources including monuments and visual art, ancient historiography, biography, and poetry (Dio, Suetonius, Tacitus, Horace, Properius, Vergil, Ovid), and selections from contemporary scholarship. In the process, we will gain a better understanding of a pivotal period of ancient history, as well as tools for thinking comparatively about power, rhetoric, and propaganda in our own day. All readings are in translation.

Class Format: lecture/discussion
Requirements/Evaluation: class discussion, student presentations, quizzes, two papers, and a final exam
Extra Info: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST
Prerequisites: none
Enrollment Preferences: majors and intending majors in Classics and History
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 1

Fall 2016
course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.

This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Class Format: seminar

Requirements/Evaluation: several short response pieces. A final paper of 10-15 pages

Extra Info: may not be taken on a pass/fail basis

Enrollment Preferences: juniors & seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor

Enrollment Limit: 9

Expected Class Size: 9

Distribution Notes: meets Division 1 requirement if registration is under PHIL; meets Division 2 requirement if registration is under PHIL

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: PHIL History Courses

Not Offered Academic Year 2017

SEM Instructor: Keith McPartland

CLAS 320T Enchantment and the Origins of Poetry (W)

Crosslistings: CLAS 320/COMP 320/CLGR 410

Since the earliest period of Greek literature, poems have been intimately bound up in the notion of enchantment, or thehsis. The power of song to alter the mental and physical states of the audience and to interwined with the wide variety of uses to which ancient magic was applied. Similarly, the idea of divine or supernatural inspiration can be interpreted as a reflexive enchantment that binds the poet to the transformative power of language. This tutorial course will focus on the fundamental ways in which ancient Greek and Roman poetry, and its later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres. We will also consider the role of inspiration, enthusiasm, memory, truth, and falsehood in shaping both the poems themselves and discourses about poetry. Finally, we will investigate the reception and elaborate of these concepts in later European poetic traditions and their later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres. We will also consider the role of inspiration, enthusiasm, memory, truth, and falsehood in shaping both the poems themselves and discourses about poetry. Finally, we will investigate the reception and elaborate of these concepts in later European poetic traditions and their later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres. We will also consider the role of inspiration, enthusiasm, memory, truth, and falsehood in shaping both the poems themselves and discourses about poetry. Finally, we will investigate the reception and elaborate of these concepts in later European poetic traditions and their later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres.

Class Format: tutorial

Requirements/Evaluation: students will meet with instructor in pairs once a week; one 5- to 7-page paper every other week and critique of partners’ papers in alternate weeks

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: preference given to majors in Classics and Comparative Literature

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1

Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Edan Dekel

CLAS 323 Leadership, Government, and the Governed in Ancient Greece (W)

Crosslistings: CLAS 323/LEAD 323/HIST 323

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: compare characterization of influential leaders is often irresistible. But placing leaders in their much less encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the political or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimation and the specific forms of leadership such as the “tyrants” who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, PericlesCleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and prominent political theorists.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an orally presented and written final paper (15-20 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructors permission

Enrollment Limit: 12

Expected Class Size: 12

Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS

Distributional Requirements: Division 1

Writing Intensive

Other Attributes: HIST Group C Electives - Europe and Russia

HIST Group P Electives - Premodern

LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017

LEC Instructor: Kathy Kristensen

CLAS 330 Plato (W)

Crosslistings: PHIL 330/CLAS 330

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as “Platonic” represent only one strand in Plato’s thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called “middle dialogues” (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato’s middle dialogues. We will spend the balance of the semester coming to grips with Plato’s arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

Class Format: lecture/discussion, this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion

Requirements/Evaluation: students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts

Prerequisites: PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary

Enrollment Preferences: upper-level Philosophy and Classics majors

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS

Distributional Requirements: Division 2

Writing Intensive

Not Offered Academic Year 2017

LEC Instructor: Keith McPartland

CLAS 332 Aristotle’s Metaphysics (W)

Crosslistings: PHIL 332/CLAS 332

In this course we will study Aristotle’s Metaphysics concentrating of books gamma-theta. Aristotle sets out to study being qua being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle’s text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle’s Metaphysics.

Class Format: seminar

Requirements/Evaluation: discussion leadership, weekly short papers, term paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: PHIL 201, CLAS 203

Enrollment Preferences: Philosophy and Classics majors

Enrollment Limit: 12

Expected Class Size: 12

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: PHIL History Courses
CLAS 334 Greek and Roman Ethics (W)

Crosslistings: PHIL 334/CLAS 334

Most thoughtful human beings spend a good deal of time musing about how we ought to live. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. While ancient scientific theories and the philosophical systems constructed in accordance with these theories might be of interest only to scholars of the ancient world, the moral philosophy produced in Greece and Rome remains as relevant today as it was when it was written. In this course, we will closely examine some central texts in ancient moral philosophy. We will begin by reading several of Plato’s early dialogues and the entirety of his Republic. We will then turn to Aristotle’s Nicomachean Ethics, as well as selections from his Eudemian Ethics, Magna Moralia and Politics. Finally we will examine some central texts in the Stoic and Epicurean traditions, as well as some of Cicero’s contributions to moral philosophy. We will pay special attention to how different thinkers conceive of the nature of happiness, the nature of virtue, and the relation between the two. We will also spend a good deal of time thinking about the moral psychology of the thinkers we read.

Class Format: Seminar

Requirements/Evaluation: Several short response pieces, two 10-page papers which will involve substantial revision in light of instructor feedback, active participation in seminar meetings

Prerequisites: PHIL 221 or permission of instructor

Enrollment Preferences: Philosophy and Classics majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distribution Notes: Meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS

Distributional Requirements:

Division 2

Writing Intensive

Not Offered Academic Year 2017

SEM Instructor: Keith McPartland

CLAS 341 Envisioning Empire: Geography in the Graeco-Roman World (D)

Crosslistings: CLAS 341/HIST 341/ARTH 239

During the first century BCE, successive civil wars divided the Roman Empire along ethnic, geographical and partisan lines. Octavian’s victory at battle of Actium in 31 BCE officially brought an end to the Roman civil wars, but it did not in itself unify the empire. Out of this matrix of social fragmentation and uncertainty arose the geographical texts of the Augustan age. The genre of universal geography provided a convenient means to reconfigure identities and boundaries in post-Actium world. By delineating stable boundaries between the peoples and provinces, geographical texts (whether written, sculptural or pictorial) literally mapped out identity boundaries and power relationships to create a new, unified image of the Roman Empire. This course examines the political and cosmological implications of geographical sources produced under the Roman Empire, including the Rés Gestae of Augustus, Strabo’s Geography and Tacitus’ Germania. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on such issues as the relationship between geography and ethnography and the differences between modern cartography and the geographical mapping techniques used in the ancient world.

Class Format: Seminar/Lecture/Discussion

Requirements/Evaluation: Evaluation will be based on classroom performance, a midterm and one 12-15 page paper

Prerequisites:None

Enrollment Preferences: Majors or prospective majors in Classics, Anthropology, and History

Enrollment Limit: 25

Distribution Notes: Meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST

Distributional Requirements:

Division 1

Exploring Diversity

Not Offered Academic Year 2017

SEM Instructor: Benjamin Rubin

CLAS 485T After Rome (W)

Crosslistings: HIST 485/CLAS 485

What happened to the Western Roman Empire? Did barbarians destroy it, did internal weakness undermine it, or did its participants voluntarily set it aside in favor of new cultural, social and political ideas? How did the evaporation of imperial political and military structures change the cultural and religious fabric of Europe? And above all, what is it that divides the ancient from the medieval world? Few questions in European history have occupied historians as insistently as these, and yet for all the lengthy books, ponderous documentaries, and political polemics, we are no closer to a consensus view. This tutorial will approach these timeless questions, first, through a comparative survey of the post-Roman Mediterranean, considering North Africa, Spain, Italy, Gaul, and the Byzantine East in turn. We will consult key primary sources for each region, including tax records, laws, narrative histories, letters, religious texts and archeological finds, as they are variously available. This first-hand experience with the problems of post-Roman history will prepare us to engage with secondary scholarship on the late imperial and early medieval worlds. Alongside the classic catastrophist readings of post-Roman history, which see the centuries after 476 CE as a period of severe economic and social dislocation, we will explore more recent arguments that seek to circumvent the problem of Rome’s fall by positing an era of economic, cultural and intellectual continuity from the fifth through the eighth centuries.

Class Format: Tutorial

Requirements/Evaluation: Six essays (5-7 pages each) and six critiques, together with a longer, final essay (ca. 10 pages)

Extra Info: May not be taken on a pass/fail basis

Prerequisites: None

Enrollment Preferences: History majors

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: Meets Division 2 requirement if registration is under HIST; meets Division 1 requirement if registration is under CLAS

Distributional Requirements:

Division 2

Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Eric Knibbs

CLAS 493(F) Senior Thesis: Classics

Recommended for all candidates for the degree with honors. This project will normally be of one semester’s duration, in addition to a Winter Study.

Class Format: Independent Study

Extra Info: This is part of a full-year thesis (493-494)

Distributional Requirements:

Division 1

Spring 2017

HON Instructor: Amanda Wilcox

CLAS 498(S) Independent Study: Classics

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

Class Format: Independent study

Distributional Requirements:

Division 1

Fall 2016

IND Instructor: Amanda Wilcox

CLAS 499(F,S) Senior Colloquium

This two-semester course is required for all senior Classics majors and usually meets four times each semester. Our activities vary from year to year but normally include presentations by seniors who are taking independent studies or writing Honors theses in Classics, as well as meetings with guest speakers and distinguished visiting professors. Although the major part of the Classics major, this is a non-credit course and does not count toward the number of semester courses required for the Classics major or for graduation. Senior majors are expected to attend every colloquium unless excused in advance.

Class Format: Colloquium

Extra Info: Students must arrange their class schedules so that they can meet on Wednesdays between 12:15 and 1:10

Distributional Requirements:

Non-Divisional

Fall 2016

LEC Instructor: Amanda Wilcox

Spring 2017

LEC Instructor: Amanda Wilcox

174
CLGR 101(F) Introduction to Greek
This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, and a final exam
Extra Info: credit granted only if both semesters (CLGR 101 and 102) are taken
Prerequisites: none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)
Enrollment Limit: 15
Expected Class Size: 8-10
Distributional Requirements: Division 1

CLGR 102(S) Introduction to Greek
This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on frequent quizzes, tests, and a final exam
Extra Info: credit granted only if both semesters (CLGR 101 and 102) are taken
Prerequisites: CLGR 101 or permission of department
Enrollment Limit: 15
Expected Class Size: 8-10
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Kerry Christensen

CLGR 201(F) Intermediate Greek
Reading of selections from Hesiod and from Plato, combined with grammar review. The primary goal of this course is to develop fluency in reading Greek. We will also read the texts closely to explore important continuities and changes in Greek culture between the archaic and classical periods. The emphasis will vary from year to year, but possible subjects to be explored include: the education and socialization of the community's children and young adults; religion and cult practices; the performative aspects of epic (and choral) poetry and of prose genres like oratory and the philosophical dialogue; traditional oral poetry and storytelling and the growth of literacy; the construction of woman, of man; the development of the classical polis.

Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on classroom participation, quizzes, tests, and a final exam
Prerequisites: CLGR 101-102 or two years of Greek in secondary school
Enrollment Limit: 12
Expected Class Size: 5-10
Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Amanda Wilcox

CLGR 401 Homer: The Iliad
From the early archaic era through the classical and beyond, Homer's Iliad and Odyssey remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the Iliad in Greek and the entire epic in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper
Prerequisites: CLGR 201 or permission of instructor
Enrollment Preferences: majors in Classics, Comparative Literature, English and other literatures
Enrollment Limit: 12
Expected Class Size: 5-6
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Meredith Hoppin

CLGR 405 Greek Lyric Poetry
This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Bycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a midterm exam, a final paper, and a final exam
Prerequisites: CLGR 201 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 5
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Edan Dekel
CLGR 406T Coming of Age in the Polis (W)
Crosslistings: CLGR 406T/WGSS 406

Studying a society's modes of rearing its young, and especially the ways it prepares and tests adolescents for their "coming of age" into their adult roles, provides an excellent approach to exploring its fundamental values and institutional practices. Archaic and classical Greek literature not only reflects but actively reflects upon the socialization of boys and girls in the Greek polis. In this course we will read in Greek selections from the Homeric Hymns to Demeter and Apollo and, in its entirety, a tragedy (e.g., Sophocles' Philoctetes), examining these texts through the lens of "coming of age." We will read in English brief selections from Homeric epic and from elegiac and lyric poetry (monodic and choral), and several Athenian tragedies and perhaps a comedy. We will also read critical literature on childrearing, religious cults for boys and girls of different ages, and the role of dance, song and poetry in preparing the young for their adult roles, particularly in fifth-century Athens. Students will be divided into tutorial pairs chiefly according to their previous experience in Greek courses. Students will meet with the instructor once a week either individually or in pairs to present their translations of the Greek assigned for that week, and they will also meet once a week in pairs for the oral presentation of written 5-page reports. At the latter meeting, each student will alternate between making a formal presentation one week and, in the next week, offering an oral critique of the other student's presentation.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6-8

Distributional Requirements: meets Division 1 requirement if registration is under CLGR; meets Division 2 requirement if registration is under WGSS

Distri butional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Meredith Hoppin

CLGR 407 Rhetoric and Democracy: the Greek Orators

The Greek orators of the 4th-century BCE were specialists in rhetoric and persuasive discourse, and in the deployment of the one to produce the other. They wrote forensic oratory intended to sway juries; political speeches with which they argued policy before the Athenian Assembly and aspired to be the city's leaders; attack speeches which they hoped would destroy their rivals; and show pieces intended to dazzle the listener with their rhetorical brilliance. In this course the most influential orators of 4th-century Athens will instruct us in rhetoric, demonstrating the stylistic versatility of the Greek language, teach us about what Athenians in the 4th century cared about, reveal theories of human psychology, and persuade us of a thing or two. We will read selected speeches by Lysias, Isocrates, and Demosthenes, as well as portions of speeches by other orators such as Aeschines, Antiphon, and Dinarchus.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class translation and discussion, several short exercises, a midterm, a final paper, and a final translation exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 12

Expected Class Size: 6-8

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Kerry Christensen

CLGR 409(F) Plato

Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (Symposium, Phaedo, Republic, Phaedrus), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what is love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Preferences: if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature

Enrollment Limit: 12

Expected Class Size: 5-6

Distributional Requirements: Division 1

Fall 2016

SEM Section: 01

TF 02:35 PM 03:50 PM

Instructor: Kenneth Draper

CLGR 410T Enchantment and the Origins of Poetry (W)

Crosslistings: CLAS 320/COMP 320/CLGR 410

Since the earliest period of Greek literature, poems have been intimately bound up in the notion of enchantment, or thelexis. The power of song to alter the mental and physical states of the audience and the world at large is intertwined with the wide variety of uses to which ancient magic was applied. Similarly, the idea of divine or supernatural inspiration can be interpreted as a reflexive enchantment that binds the poet to the transformative power of language. This tutorial course will explore the fundamental ways in which ancient Greek and Roman poetry, and its later offspring, are configured and understood as a kind of enchantment or incantation. By examining works that explicitly depict acts of enchantment as well as those that represent themselves as spells, dreams, charms, and curses, we will attempt to understand the structural and semantic relationships between song and magic across several genres. We will also consider the role of inspiration, entheism, magic, and self-deception in shaping both the poems themselves and discourses about poetry. Finally, we will investigate the reception and elaboration of these concepts in later European poetic traditions from the middle ages through modernity. Readings may include selections from Homer, Hesiod, Pindar, Aeschylus, Euripides, Plato's Ion and Phaedrus, Theocritus, Virgil, Horace, Ovid, Roman love elegy, Old English charms, Old Norse poetry, Marlowe's Dr. Faustus, Shakespeare's A Winter's Tale, Coleridge, Shelley, Mallarmé, Valéry, T. S. Eliot, and various other poets and critics. All works will be read in English translation, but students who have studied ancient Greek will be expected to read significant portions of the early material in the original.

Class Format: tutorial

Requirements/Evaluation: students will meet with instructor in pairs once a week; one 5- to 7-page paper every other week and critique of partners' papers in alternate weeks

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: preference given to majors in Classics and Comparative Literature

Enrollment Limit: 10

Expected Class Size: 5-10

Distributional Requirements: Division 1 Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Edan Dekel

CLGR 412 Herodotus

This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

Class Format: seminar

Requirements/Evaluation: class participation, two short written assignments, a midterm exam, a final paper, and a final exam

Prerequisites: CLGR 201 or permission of instructor

Enrollment Preferences: Classics majors

Enrollment Limit: 12

Expected Class Size: 8

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Kerry Christensen

CLGR 413 Hellenistic Poetry

After the death of Alexander the Great in 323 BCE, a new cultural center emerged in the recently founded city of Alexandria in Egypt. From across the Greek-speaking world, intellectuals who were both scholars and poets flocked to Alexandria's Museum (the shrine to the Muses) and its renowned library to categorize and organize the literature of the past while creating new kinds of poetry and poetic ideal. This course surveys the poetry of Hellenistic period with a focus on the "big three" poets of the third century, Callimachus, Theocritus, and Apollonius of Rhodes, who were especially influential on later Latin poetry of the Roman and Augustan ages. As we read a variety of texts including epigrams, hymns, minae, pastoral idylls, and selections from epic, we will pay close attention to issues of genre, the tension between tradition and innovation, and the cultural context of Greco-Egyptian Alexandria.

Class Format: seminar

Requirements/Evaluation: based on class participation, shorter written exercises and/or oral reports, midterm and final exams, and a final paper

Prerequisites: CLGR 201 or permission of instructor

Enrollment Preferences: Classics majors

Enrollment Limit: 12

Expected Class Size: 5-7

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Leanna Boychenko

CLLA 101(F) Introduction to Latin
This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid's Metamorphoses) and from Latin prose (e.g., Pliny's Letters).

**Class Format:** recitation/discussion

**Requirements/Evaluation:**
- evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam

**Extra Info:** credit granted only if both semesters (CLLA 101 and 102) are taken

**Prerequisites:** none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

**Enrollment Limit:** 15

**Expected Class Size:** 8-10

**Distributional Requirements:** Division 1

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**Fall 2016**

**LEC Section:** 01  MWF 11:00 AM 12:15 PM  Instructor: Amanda Wilcox

**CLLA 102(S) Introduction to Latin**

This is a full-year course on the fundamentals of the Latin language. The first semester and part of the second emphasize learning basic grammar; the rest of the second semester is devoted to reading selections from Latin poetry (e.g., Ovid’s Metamorphoses) and from Latin prose (e.g., Pliny’s Letters).

**Class Format:** recitation/discussion

**Requirements/Evaluation:**
- evaluation will be based on frequent quizzes, tests, classroom exercises, and a final exam

**Extra Info:** credit granted only if both semesters (CLLA 101 and 102) are taken

**Prerequisites:** CLLA 101 or permission of department

**Enrollment Limit:** 18

**Expected Class Size:** 10-12

**Distributional Requirements:** Division 1

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**Spring 2017**

**LEC Section:** 01  MWF 11:00 AM 12:15 PM  Instructor: Kenneth Draper

**CLLA 201(F) Intermediate Latin: The Late Republic**

Reading of selections from Latin prose and poetry, normally from a speech or letters by Cicero and from the poetry of Catullus. This course includes a comprehensive review in grammar and aims primarily at developing fluency in reading Latin. At the same time it acquaints students with one of the most turbulent and important periods in Roman history and attests to the development of their interpretative and analytic skills.

**Class Format:** recitation/discussion

**Requirements/Evaluation:**
- evaluation will be based on classroom performance, quizzes, a midterm, and a final exam; occasional oral presentations or short essays may be required as well

**Prerequisites:** CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

**Enrollment Limit:** 12

**Expected Class Size:** 6-10

**Distributional Requirements:** Division 1

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**Fall 2016**

**LEC Section:** 01  MWF 09:00 AM 09:50 AM  Instructor: Amanda Wilcox

**CLLA 302(S) Vergil’s “Aenied”**

This course is a comprehensive introduction to Vergil’s Aeneid. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem’s literary, social, and political dimensions with special attention to Vergil’s consummate poetic craftsmanship.

**Class Format:** discussion/recitation

**Requirements/Evaluation:**
- evaluation will be based on class participation, a midterm exam, a final exam, and a final paper

**Prerequisites:** CLLA 201 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

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**Spring 2017**

**SEM Section:** 01  TF 02:35 PM 03:50 PM  Instructor: Edan Dekel

**CLLA 406 Horace Odes 1-3**

In his Odes Horace fashioned a poetic delight comparable to his experience of reading a Horatian ode. Through close readings of selected odes in Books 1-3 we will seek to experience such delight for ourselves and to learn why, as Nietzsche put it, “what is here achieved is in certain languages not even to be hoped for.” We will examine the relation between poetic landscapes, poetic programs and the poetry’s exploration of subjects like love, friendship, youth and old age, death, politics, private morality; the poet’s
those demands. It is in terms of this transformational power of poetry that we poems and throughout the collection; the demands thereby placed on the capacity to define himself by offering his own account of poetic traditions and Requirements/Evaluation: Assignment will be based on contributions in the classroom, two 2- to 3-page papers (translation with comments), a short memorization assignment, perhaps a midterm, a final paper, and a final exam
Prerequisites: CLLA 302 or permission of instructor
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC  Instructor: Meredith Hoppin

CLLA 407 Caesar and Cicero
The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both masters of the Roman idiom whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking differences, their works justifiably are regarded as the twin summits of classical Latin prose. In this course we will read extensive selections from Caesar's commentaries (the Bellum Gallicum and Bellum Civile) and from Cicero's speeches and letters, aiming throughout at a better understanding of these authors' stylistic achievements and performing careful analysis of their pragmatic persuasive goals.
Class Format: recitation/discussion
Requirements/Evaluation: evaluation will be based on class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 6-9
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC  Instructor: Amanda Wilcox

CLLA 408(S) Roman Comedy
Roman comedy flourished only briefly, between the second and third Punic Wars, but its cultural-historical importance is undeniable. In these fabulae palliatae, Latin comedies staged in Greek costume and featuring ostensibly Greek characters, Roman attitudes are questioned and mocked but ultimately reassessed. We will read the Menaghezi of Plautus and the Aedile of Terence, two plays that burlesque the stereotypical relationships between fathers, brothers, sons, and slaves. We may also consider selections from Cato the Elder, Cicero's letters, and other primary and secondary texts that shed additional light on Roman familial relationships and their place in republican society.
Class Format: discussion/recitation
Requirements/Evaluation: evaluation will be based on class participation, several papers of varying length, a midterm and a final exam
Prerequisites: CLLA 302 or permission of instructor
Enrollment Preferences: if the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature
Enrollment Limit: 12
Expected Class Size: 8-10
Distributional Requirements: Division 1

Spring 2017
SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Amanda Wilcox

CLLA 409 Seneca and the Self
Through a close reading of selections from his Dialogues, Epistulae Morales, and a tragedy (probably Medea), this course will consider ethical and literary dimensions of self-fashioning, self-formation, and the conception of self in the Stoic philosophy of the younger Seneca. The focus of this course lies squarely in the first century CE, and on the analysis of Seneca's own texts. We will begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as recorded in Cicero's De Officiis. Moreover, we will read and discuss selections from some of Seneca's most famous and influential interpreters, including Montaigne and Foucault, in order to enrich our understanding of contemporary assessments of his work and to gain an appreciation of Seneca's considerable influence on later theorizations of selfhood.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short written and oral assignments, midterm and final exams, and a final paper
Prerequisites: CLLA 302 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 5-10
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM  Instructor: Amanda Wilcox

CLLA 412 Roman Ethnography
This course explores the development of Roman ethnography from the Late Republic into the early Empire. We will begin by examining how Greek ethnographic accounts of the barbarian “Other” influenced Roman writers of the late Republic, and then move on to assess the impact of Roman imperial ideology on the further development of the genre. Roman ethnographers appealed to popular tropes and ethnic stereotypes that were easily intelligible to their Roman audience. As a result, their writings tell us far less about the foreign peoples and places they claim to describe than about the cultural and political aspirations of the Romans themselves. In addition to reading excerpts, in Latin, from Caesar’s De Bello Gallico, Ovid’s Tristia, and Tacitus’ Agricola, we also will read selections from Catullus, Pliny’s Natural History, and the earliest Roman geographer, Pomponius Mela.
Class Format: seminar
Requirements/Evaluation: class participation, a midterm exam, an 8- to 10-page final paper, and a final exam
Prerequisites: CLLA 302 or permission of instructor
Enrollment Preferences: majors or prospective majors in Classics, History, Art History
Enrollment Limit: 12
Expected Class Size: 6-9
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM  Instructor: Benjamin Rubin

CLLA 414 Vergil’s Eclogues and Georgics
This course will explore the two major works of Vergil that preceded the Aeneid: the Eclogues, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the Georgics, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their distinctive poetic craftsmanship.
Class Format: seminar
Requirements/Evaluation: class participation, a midterm exam, a final exam, and a final paper
Prerequisites: CLLA 302 or permission of instructor
Enrollment Preferences: Classics majors
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM  Instructor: Edan Dekel

COGNITIVE SCIENCE (DIV II)
Chair: Professor JOSEPH CRUZ
Advisory Committee: Professors: J. CRUZ, A. DANYLUK, K. KIRBY, H. WILLIAMS, S. ZAKI. Associate Professor: N. KORNELL.

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science are broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

THE CONCENTRATION
The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior seminar.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will participate in a senior seminar (COGS 493). Required Courses
COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
COGS 493 Senior Seminar

Elective Courses
Four electives are required, chosen from at least three prefixes, at most two of which can be from the same prefix.

BIOL 204/NSCI 204 Animal Behavior
CSCI 134 Introduction to Computer Science
CSCI 361/MATH 361 Theory of Computation
CSCI 373 Artificial Intelligence
CSCI 374 Machine Learning
JAPN 130 Intro. to Linguistic Analysis
CROSSLISTINGS: COGS 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
This course will emphasize interdisciplinary approaches to the study of computation in symbolic and connectionist architectures, concept acquisition, the philosophical foundations of cognitive science, representation and general study away guidelines for Cognitive Science here.

STUDY ABROAD
Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee. You can find general study away guidelines for Cognitive Science here.

COGS 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: COGS 222/PHIL 222/PSYC 222
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 25
Expected Class Size: 25
Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements: Division 2
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses
PSYC 200-level Courses

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Joseph Cruz

COGS 497(F) Senior Thesis: Cognitive Science
Distributional Requirements: Division 2

Spring 2017
HON Section: 01 TBA Instructor: Joseph Cruz

COGS 498(S) Independent Study: Cognitive Science
Prerequisites: permission of program chair
Distributional Requirements: Division 2

Comparative Literature

MAJOR
Track 1
This track within the Comparative Literature major combines the focused study of a single foreign-language literature with a wide-ranging exploration of literary forms across national, linguistic, and historical boundaries. Each student on this track must select a single foreign language as his or her specialty, although the serious study of literature in foreign languages other than the student’s specialty is strongly encouraged. The languages currently available are French, German, Ancient Greek, Latin, Russian, and Spanish. Each student should choose a faculty advisor with whom the student will meet each semester to discuss how best to fulfill the requirements for the major.

Eleven courses are required for Track 1 of the major — students should aim to complete core requirements by the end of junior year:

Comparative Literature 110 Introduction to Comparative Literature
or Comparative Literature 111 The Nature of Narrative

Any three comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must be genuinely comparative across cultures and/or b) it must primarily treat literary theory. The three core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including, but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women’s, Gender, and Sexuality Studies. Examples of core courses include the following (please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores):

- COMP 117 Introduction to Cultural Theory
- COMP 200 European Modernism—and its Discontents
- COMP 205 Job and The Book of Job and Joban Literature
- COMP 223 Comparative Middle Eastern and Latin American Cultural Studies
- COMP 242 Americans Abroad
- COMP 243 Modern Women Writers and the City
- COMP 259 Adultery in the Nineteenth-Century Novel
- COMP 340 Literature and Psychoanalysis
- COMP 345 Museums, Memorials, and Monuments: The Representation and Politics of Memory
- COMP 380 Literary and Critical Theory in the Twentieth Century

Three literature courses in the student’s specialty language, in which texts are read in the original. At least one of the three must be at the 300-level or above. Students should aim to acquire intermediate-level proficiency in their specialty language by the end of the sophomore year.

Three courses in which most of the course work concerns literature other than that of the student’s specialty language or literary theory. These courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student’s major advisor. Only one may be in English or American literature.

Comparative Literature 401 Senior Seminar (variable topics). Students are expected to take the version of 401 offered in their senior year.

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. Students pursuing the Comparative Literature major are strongly encouraged to study abroad during their junior year. Students may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. At least one of the courses counted toward the major must be Writing Intensive.

Eleven courses are required for Track 2 of the major — students are required to aim to complete core requirements by the end of junior year:

Comparative Literature 111 The Nature of Narrative

Or Comparative Literature 110 Introduction to Comparative Literature

Any four comparative literature core courses. A core course is any course that meets at least one of the following criteria: a) it must treat primarily literature and b) it must be genuinely comparative across cultures and/or primarily theoretical. The four core courses may be chosen from the offerings of the Program in Comparative Literature or from the offerings of other departments and programs, including, but not limited to, the foreign language programs and English, Religion, Africana Studies, Latino/Latina Studies, and Women’s, Gender, and Sexuality Studies. See above under “Track 1” for some examples of core courses. (Please be aware that this is not an exhaustive list; consult with a major advisor about which courses may count as cores.)

Five courses devoted to literature or literary theory that cover at least three different national/cultural traditions. The courses may be selected from Comparative Literature offerings or from other departments and must be approved by the student’s major advisor. Of the courses taken outside of the Program in Comparative Literature, no more than two may have the same course prefix. Students are strongly encouraged to include courses in a foreign language among these five.

Comparative Literature 401 Senior Seminar (variable topics). Students are expected to take the version of 401 offered in their senior year.

With the permission of their advisor or the chair, students may also count appropriate courses in music or art toward major requirements. Students who choose to study abroad during their junior year may receive major credit for up to 4 courses taken during study abroad. At least three courses towards the major must be at the 300 level or above. At least one of the courses counted toward the major must be Writing Intensive.

THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE

Prerequisites

- Honors candidates in Comparative Literature are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

Timing

- Students wishing to pursue a thesis in Comparative Literature are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit a Proposal to the Program Advisory Committee, together with the advisor, will discuss the process of writing the thesis.

In their senior year, candidates will devote two semesters and the summer study abroad to their thesis (493-W31-494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (COMP 493-W) will be graded as Independent Studies.

- The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

Characteristics of the Thesis, Evaluation, and Major Credit

- The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text(s); in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

- The advisor will assign the grades for the thesis courses (COMP 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

- For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (COMP 493-W494)—is 12, i.e., one of the thesis courses may substitute for one elective.

STUDY ABROAD

- The Program in Comparative Literature strongly urges its students to study abroad. Students in track 1 should seriously consider study abroad in a country where their specialty language is spoken; they will likely be able to complete one of the specialty language courses required for the major during study abroad. But all students can benefit from study abroad; literature courses abroad are often candidates for credit at the College. You can find general study away guidelines for Comparative Literature here.

- The Program in Comparative Literature 104 Critical Approaches to Theatre and Performance (D) Crosslistings: THEA 104/COMP 104

This introductory critical survey course will explore a variety of theatre and performance traditions from around the globe, from antiquity to the present day. Through close analysis of select texts and performance practices in a seminar format, the course will consider what role theatre plays in the establishment and growth of culture, politics, and aesthetics. Topics may include: Ancient Greek theatre, Classical Indian performance, Renaissance English theatre, Japanese Noh and Kabuki, popular American traditions, modern European theatre, and postmodern performance. Films and other media will be utilized when relevant. Regular in-class visits to the Williams College Museum of Art will occur, as well. This course meets the criteria of the Exploring Diversity Initiative as it engages in a cross-cultural investigation of performance and explores how theatre is deeply embedded in power relations.

Class Format: seminar

Requirements/Evaluation: 5 structured writing & creative assignments based on thematic elements of the course, as well as a final "Company" performance; in-class participation, writing, & discussion

Extra Info: participation in all LABS; all students enrolled in the course are also required to attend the departmental theatre productions

Enrollment Preferences: Theater majors and Comparative Literature majors

Enrollment Limit: 18

Expected Class Size: 14

Notes: this course is required for and is suggested as an introduction to the major in Theatre

Distributional Requirements:

Division 1: Exploring Diversity

Other Attributes:

- FMST Related Courses
- PERF Interdepartmental Electives

Not Offered Academic Year 2017

SEM Instructor: Amy Holzapfel

We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Lacroix, Mozart, Freud, Frost, Scorsese.

Class Format: seminar
Requirements/Evaluation: four five-page papers, in-class presentation, thoughtful participation in discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division I
Writing Intensive

Fall 2016
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Emily Vasiliauskas

COMP 107(S) The Trojan War (W)
Crosslistings: CLAS 101/COMP 107

This course explores the ancient Greek and Roman construction of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonplace, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. All readings will be in translation.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on a series of short papers involving close textual analysis, two 5-page papers, and contributions to class discussion
Prerequisites: none
Enrollment Preferences: majors in Classics and Comparative Literature, with attention also given to assuring a balance of class years and majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division I
Writing Intensive
Other Attributes: MAST Interdepartmental Electives

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Meredith Hoppin

COMP 108 Roman Literature: Foundations and Empire
Crosslistings: CLAS 102/COMP 108

In the first book of Vergil's Aeneid, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere, this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the Aeneid but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its fall. Readings for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonplace, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. All readings will be in translation.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on short written assignments, midterm and final exams with essays, and contributions to class discussion
Prerequisites: none

Enrollment Preferences: first-year students and sophomores and majors in Classics and Comparative Literature
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division I

Not Offered Academic Year 2017
LEC Instructor: Amanda Wilcox

COMP 110(F) Introduction to Comparative Literature
Crosslistings: COMP 110/ENGL 241

This course involves reading and analyzing literature drawn from different periods, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary, with movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lemmontov, Zola, Borges, Wilde, Mamet, Bechdel, and others. All readings will be in English.

Class Format: lecture
Requirements/Evaluation: attendance, participation, two 5-page papers, a few short responses, midterm exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: students considering a major in Comparative Literature
Enrollment Limit: 40
Expected Class Size: 35
Distributional Requirements: Division I

Fall 2016
LEC Section: 01 Cancelled

COMP 111(F) Nature of Narrative (W)
Crosslistings: COMP 111/ENGL 120

This course examines the nature and workings of narrative using texts drawn from a wide range of literary traditions, media, and genres. Readings will include Greek and Chinese classics (Homer and others), 19th-century French, German, and Russian fiction (Zola, Kleist, Lemmontov), Latin American magic realism (Marquez), and visual literature from stage drama to film and graphic memoir (Oscar Wilde, Sam Mendes, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, ungraded creative project, several short response assignments, two 4- to 5-page papers, and one paper rewrite
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: students considering a major in Comparative Literature
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division I
Writing Intensive

Fall 2016
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Christopher Bolton

COMP 111(S) The Nature of Narrative (W)
Crosslistings: COMP 111/ENGL 120

This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions, and genres. We will analyze the ways in which several first-rate works of fiction communicate their concerns; in other words: how do they say what they say? And why does "how" matter as much as, if not more than, "what"? We will also look at film, blogs, and articles, and accompany the readings with a few pertinent theoretical texts. The authors we will study may include Marie de France, Cervantes, Austen, Gogol, Flaubert, Kafka, Zweig, García Márquez, Farhadi. All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Class Format: linear
Requirements/Evaluation: meaningful class participation, two short papers, and a final paper of 10 pages, which will consist of a draft and a final version
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: students considering a major in Comparative Literature
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division I
Writing Intensive
Other Attributes:
COMP 117(F, S) Introduction to Cultural Theory (W)
Crosslistings: ENGL 117/COMP 117

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (Ferris Bueller’s Day Off, Silence of the Lambs, The Lord of the Rings) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there’s no turning back.

Class Format: discussion/seminar
Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive

AMST Critical and Cultural Theory Electives

Fall 2016
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Christian Thorne

COMP 128(S) Reading Asian American Literature (W)
Crosslistings: AMST 128/ENGL 128 COMP 128

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetries. This writing-intensive course closely reads a sampling of texts in a variety of genres and styles—produced by writers from various Asian American ethnic groups—from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"—its contradictions, heterogeneous nature, and our assumptions—and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as foreign or alien to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

Class Format: seminar
Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: prospective AMST or ENGL majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Writing Intensive

AMST Arts in Context Electives

Spring 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Dorothy Wang

COMP 151(F) Introduction to Theatre
Crosslistings: THEA 101/COMP 151

This introductory course serves as a general gateway to the study of Theatre. The course investigates principal areas of Theatre practice, including the Play and Playwright, Actor, Director, Designer, Audience, and Company. Through lectures, class discussions, performance practice, and hands-on laboratory sessions, students will encounter dramatic texts and theatrical contexts from a variety of traditions around the globe. Dramatists covered may include: Sophocles, Shakespeare, Zeami, Molière, Chekhov, BeCKETT, and Parks. Students are expected to complete reading and writing assignments, as well as to participate in practical projects in the labs. This course is open to all and welcomes non-Theatre majors. For students interested in the Theatre major, this course fulfills a primary requirement and should be taken during one's first or second year.

Class Format: lecture
Requirements/Evaluation: three short papers; in-class writing; mid-term Company studio presentation; final Company performance and portfolio
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 30
Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Robert Baker-White
LAB Section: 02 R 02:35 PM 03:50 PM Instructor: Robert Baker-White

COMP 153 Japanese Film
Crosslistings: COMP 153/JAPN 153

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. All texts are translation or subtitled. All levels welcome.

Class Format: lecture
Requirements/Evaluation: attendance, participation, some responses, two papers (5-7 pages), test
Prerequisites: none
Enrollment Preferences: students majoring in a related field
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: FMST Core Courses

Not Offered Academic Year 2017
LEC Instructor: Christopher Bolton

COMP 156 Thirteen Ways of Looking at Jazz (D) (W)
Crosslistings: AFR 156/COMP 156/AMST 156/ENGL 223

Taking its title from the Wallace Stevens poem, “Thirteen Ways of Looking at a Blackbird,” which interprets the blackbird in different ways, this course similarly explores the many complex, multi-layered perspectives on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicalological method but rather a socio-cultural analysis of the concept, music and its effect—so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weeds their increased critical thinking skills. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz signify on institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender and class, and signal inequality in order to contest it.

Class Format: lecture
Requirements/Evaluation: evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/performance with 3-page critical report, totaling approximately 20 pages of written work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under AFR and AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive

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

Not Offered Academic Year 2017
COMP 172 Myths in Music (W)
Crosslistings: MUS 172/COMP 172
Orpheus, Prometheus, Faust, and Don Juan—these figures have captured the imagination of writers, artists, and composers throughout history. This course explores how prominent myths of western civilization have found expression in a broad variety of musical works, e.g., operas by Claudio Monteverdi, Wolfgang Amadeus Mozart, Jacques Offenbach, and Richard Wagner; songs by Franz Schubert, Hugo Wolf, Ricky Ian Gordon, and Adam Guettel; ballets by Ludwig van Beethoven and Igor Stravinsky; symphonic poems by Franz Liszt, Richard Strauss, and Alexander Scriabin; Broadway musicals by Richard Adler and Randy Newman; and mixed-media projects by Rinde Eckert. Our inquiry will lead us to ponder an array of questions: Why have certain myths proven especially appealing to composers? What accounts for these myths' musical longevity? How have myths been adapted to different musical genres and styles, and for what purposes? How do the works reflect the historical cultures in which they originated? How have they engaged with different social, political, artistic, and intellectual concerns?

Requirements/Evaluation: evaluation will be based on class participation, three 6-8 page papers (with revisions), and a final presentation.
Prerequisites: students with a demonstrated interest in literature or music.
Enrollment Limit: 15
Expected Class Size: 10

COMP 200 European Modernism—and Its Discontents
What is/was Modernism? An artistic movement? A new dynamic and sensibility? A transformative response to changed conditions? All these and more? This course will attempt to deal with such issues via examination of certain key works spanning the years 1850-1930. Topics to be considered: the rise of industrial capitalism and the literary market, advances in science and technology, urban alienation and social conflict, anti-“bourgeois” stances, the displacement of religion, the fragmented self, the proliferation of multiple perspectives, the break with the past and privileging of the present, and the horrors of war. To be studied: poetry by Baudelaire, Yeats, and Neruda; prose fiction by Dostoevsky, Kafka, Proust, Joyce, and Woolf; drama by Beckett; Futurist and Surrealist manifestos; German Expressionist films; and theoretical writings by Marx, Freud, Nietzsche, Ortega y Gasset, and Benjamin. In addition, select portions of Bell-Villada’s Art for Art’s Sake and Literary Life and Peter Gay’s Modernism will serve as general background to the course. All readings in English.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, brief weekly journals, one class presentation, three 6-page papers, a mid-term, and a final examination.
Prerequisites: none; first-year students must consult with the instructor before registering for this course.
Enrollment Preferences: students considering a major in Comparative Literature.
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1

COMP 201(F) The Hebrew Bible
Crosslistings: REL 201/COMP 201/JWST 201
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text and its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two to three longer papers.
Prerequisites: none.
Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors.
Enrollment Limit: 40
Expected Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST, meets Division 1 requirement if registration is under COMP.
Distributional Requirements: Division 2
Other Attributes: ARAB, Scholars in the Disciplines
discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lispector, the Hour of the Star lesser works by Fuentes and Puig; and by Nobel Prize-
winner Gabriel García Márquez, One Hundred Years of Solitude.

Class Format: lecture

Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam

Prerequisites: none

Enrollment Limit: 22

Expected Class Size: 22

Dept. Notes: does not carry credit for the Spanish major or the certificate

Distributional Requirements:
Division 1

Other Attributes:
GBST Latin American Studies Electives

Not Offered Academic Year 2017

LEC Instructor: Gene Bell-Villada

COMP 206(S) The Book of Job and Joban Literature (W)

Crosslistings: REL 206/COMP 206/JWST 206

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's The Trial, Archibald MacLeish's J.B., Robert Frost's "Masque of Reason," Carl Jung's Answer to Job, and William Blake's Illustrations to the Book of Job. All readings are in translation.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
JWST Core Electives

Spring 2017

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Edan Dekel

COMP 207T Tolstoy: The Major Novels (W)

Crosslistings: RUSS 210/COMP 207

This tutorial will focus on Lev Tolstoy's four novelistic masterpieces—War and Peace, Anna Karenina, Resurrection, and Hadji Murat—placing them in their appropriate historical, social, and philosophical context. For each week of class, students will read a significant portion of a novel by Tolstoy, along with a selection of secondary literature taken from those works that inspired the author, reactions that arose at the time of the novel's publication, and scholarship that seeks to explain the power and enduring significance of these novels. Students will meet with the professor in pairs, with one student writing a five-page paper for each class session and the other student providing a critique of the paper. For those students without Russian language skills, all works will be read in English translation. Those students who have completed at least three years of college-level Russian may take the course in Russian.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments and active discussion during tutorial sessions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: for students taking the tutorial in ENGL: none; for students taking the tutorial in RUSS: either RUSS 252 or permission of instructor

Enrollment Preferences: Russian, Comparative Literature, and Literary Studies majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 1

Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Julie Cassidy

COMP 208 Through the Looking Glass: Comparative Children's Literature

Oh, the roads we will read, if you follow my lead! We will amble at first and then soon pick up speed, And we'll bury our noses in books thick and thin. This I vow by the hair on my chinny-chin-chin. There'll be picture books, fairy tales, primers, and verse, Tales of joy, fun, and laughter; and, alas, the reverse. Some were written in English, but most of them not. Though we'll read in translation: Sign on up, polyglot! For example, there's Pootvliet, Collodi, and Gimm, Machado, and Sendak. Surely, you've heard of him? We'll critique illustrations, we'll wonder, we'll ponder. And by turns we'll divine what defines this grand genre. Is it mere fun and games, pixie dust, sweet as pie? Does it ask to be read with a serious eye? Books appeal to our puzzler, our minds, after all, And a child is a thinker, no matter how small. You'll reflect, cogitate, then you'll write, write, WRITE! And your thoughts will become this instructor's delight.

Class Format: seminar

Requirements/Evaluation: regular reading and/or viewing, class discussion, frequent writing assignments, and one final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Comparative Literature majors, then students in teaching programs

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:
Division 1

Not Offered Academic Year 2017

SEM Instructor: Janneke van de Stadt

COMP 209 Dolls, Puppets and Automatons (W)

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship; later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny (Döblinger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Feliberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoshka and at photographs by Hans Bellmer, watch a ballet by Kurt Joos and films by Fritz Lang and Ridley Scott, and watch fashion shows by Alexander McQueen, Jean-Paul Gaultier, and Viktor & Rolf. Conducted in English.

Class Format: seminar

Requirements/Evaluation: active class participation, one oral presentation, three 5- to 8-page papers

Prerequisites: none

Enrollment Preferences: Comparative Literature majors, or those considering a major in Comparative Literature

Enrollment Limit: 19

Expected Class Size: 12

Distributional Requirements:
Division 1

Writing Intensive

Other Attributes:
FMST Related Courses

Not Offered Academic Year 2017

SEM Instructor: Christophe Kone

COMP 210(F) Latina/o Language Politics: Hybrid Voices (D)

Crosslistings: LAT 240/AMST 240/COMP 210

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

Class Format: seminar

Requirements/Evaluation: participation, two essays, final take-home examination

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

Enrollment Limit: 12

Expected Class Size: 12

Distribution Notes: meets Division 2 requirement if registration is under LAT or AMST; meets Division 1 requirement if registration is under COMP

Distributional Requirements:
Division 2

Exploring Diversity

Other Attributes:
COMP 211 Introduction to Latina/o Literatures (D)

Crosslistings: LATS 208/AMST 207/COMP 211/ENGL 251

This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical conditions in which they emerged.

This discussion course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.

Class Format: lecture

Requirements/Evaluation: students will be evaluated based on their weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation.

Prerequisites: none

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Comparative Literature majors

Enrollment Limit: 25

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS

COMP 215 Experimental Asian American Writing

Crosslistings: COMP 215/ENGL 217/COMP 215

This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: why is the New Testament written? how were they used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical-critical ones in the 19th and into 20th century, more recently, by literary, feminist and post-colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as a historical and religious document.

Class Format: lecture/discussion

Requirements/Evaluation: one class presentation; three 3-page papers, one 5- to 7-page paper, and a final paper (15 pages)

Prerequisites: none; open to all

Enrollment Preferences: sophomores

Enrollment Limit: 19

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP

COMP 216 Moses: Stranger in a Strange Land

Crosslistings: REL 202/JWST 202/COMP 214

As a priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger" in a strange land.  We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: active participation, two short papers, an oral presentation, and a final paper

Prerequisites: none

Enrollment Preferences: students who have already taken a course in biblical literature

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

COMP 217 The New Testament: Purpose, History and Method (W)

Crosslistings: REL 210/CLAS 210/COMP 213

The New Testament is the most important collection of documents in the Christian religion. This course offers overviews and discussions of the origin and purpose of the writings, their influence throughout history, and the development of methods of readings of the texts. We start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writing (genres) in Greco-Roman culture were available to the authors of the new scriptures, and how they were used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as Scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methods, e.g. historical-critical ones in the 19th and into 20th century, more recently, by literary, feminist and post-colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as a historical and religious document.

Class Format: lecture/discussion

Requirements/Evaluation: one class presentation; three 3-page papers, one 5- to 7-page paper, and a final paper (15 pages)

Prerequisites: none; open to all

Enrollment Preferences: sophomores

Enrollment Limit: 19

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under CLAS or COMP

Distribution Requirements: None

Not Offered Academic Year 2017

SEM Instructor: Halvor Moen
across the last century—from Modernism to New York School poetry to

COMP 218 Gnosis, Gnostics, Gnosticism (W)
Crosslistings: REL 218/COMP 218/CLAS 218
What is gnosticism? Who were the Gnostics? Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosticism, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics as well as to the debates over and claims made about Gnosticism in modern times. We shall explore neoplatonic, Jewish, and Christian thought, as well as modern spiritualism and esotericism. We shall also ask about how ancient Gnostics relate to other religious groups such as the Knights Templar and modern Theosophists. Readings include: Nag Hammadi writings in English, Irenaeus, Against All Heresies; David Brakke, The Gnostics; Elaine Pagels, The Gnostic Gospels; Karen Ren, What is Gnosticism? and The Secret Revelation of John.

Class Format: lecture/discussion
Requirements/Evaluation: periodic reflection papers, 2 textual analysis papers, 2 historiographical analysis papers, and a final paper that entails a revision and expansion of an earlier paper
Prerequisites: none
Enrollment Preferences: students with prior coursework in biblical or other ancient literature or history
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under REL;
meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements:
Division 2
Writing Intensive

Not Offered Academic Year 2017
LEC Instructor: David Brakke

COMP 219 The Monkey King: Transformation of a Legend
Crosslistings: COMP 219/ASST 220
The devious and irascible Monkey King, born of stone, defying all authority yet compelled to behave by a dubious Buddhist magic, is one of the most beloved figures in Chinese culture. This course will trace the transformation of the Monkey King legend from its origins in early representations of monkeys in folklore and a seventh-century Chinese monk's arduous journey to India in search of Buddhist learning, through its maturation in the sixteenth century, and into works of the Asian diaspora in the U.S. We will examine textual and visual representations of the Monkey King in popular culture, folklore, and literature, to explore topics including ideas about conformity and individual autonomy, morality and law, and the cultural negotiations necessitated by travel and contact with people (or monkeys) of other civilizations.

Class Format: seminar
Requirements/Evaluation: over the course of the semester students will write 2-page response papers, a 4- to 5-page midterm paper, and a 7- to 8-page final paper (with opportunity for revision of the final paper) and will receive detailed written feedback on their work
Prerequisites: none
Enrollment Preferences: comparative literature majors
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements:
Division 1
Writing Intensive

Not Offered Academic Year 2017
SEM Instructor: Sarah Allen

COMP 220 Contemporary Russian Culture and Politics
Crosslistings: RUSS 214/GBST 214/COMP 220/PSCI 294
This course explores contemporary Russian society and politics through an analysis of literary works and films of post-Soviet Russia. We will study the social and political settings of particular plots and opportunities not only in fiction but in the real lives of Russians. In addition to novels and short stories by some of the best contemporary Russian authors, we will read scholarly materials explaining the social and political trends characteristic of Russia's post-socialist transformation under Boris Yeltsin and Vladimir Putin's leadership. All course readings will be in English. Knowledge of Russian is not required.

Class Format: lecture
Requirements/Evaluation: short response essays; final exam; class participation
Prerequisites: none
Enrollment Preferences: students majoring in Russian, Global Studies, Political Science, History
Enrollment Limit: none
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under REL;
meets Division 2 requirement if registration is under RSST;
meets Division 2 requirement if registration is under GBST or PSCI
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
LEC Instructor: Bakhtygul Ailiev

COMP 221(F) Hollywood Film
Crosslistings: ENGL 204/COMP 221

Not Offered Academic Year 2017
LEC Instructor: Edan Dekel
For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres—including action films, horror films, science fiction and fantasy, thrillers and romantic comedies—and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including films: The Godfather, Schindler's List, The Lord of the Rings: The Return of the King; Bridesmaids; and 12 Years a Slave. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

**Class Format:** lecture

**Requirements/Evaluation:** mandatory attendance at free Sunday 8pm film screenings at Images, several short writing exercises, two editing exercises, two midterms, and a final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Expected Class Size:** 90

**Distributional Requirements:**

- Division 1
- Other Attributes: AMST Arts in Context Electives ENGL Literary Histories C FMST Core Courses

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**COMP 222 Detective Fiction (W)**

Despite the genre's comparative youth, detective fiction has proven unusually adaptable and stunningly prolific. In the less than 200 years since its birth, detective fiction has traveled to virtually every region of the globe and into countless languages, found a home in both high art and popular culture, penetrated media including print, cinema, the internet, and the iPhone app, and spawned subgenres as sundry and specific as the police procedural, cooking detective fiction, medieval monk detective fiction, and lesbian detective fiction. This class seeks to understand the genre's explosion in the wake of Edgar Allan Poe's seminal stories by surveying the diverse material that falls within its capacious generic boundaries, as well as work by those who theorize detective fiction. In addition to reading classics by Poe, Arthur Conan Doyle, and Agatha Christie, we will read detective fiction from outside the Anglo-American world, discover what separates men from women writers, and explore why so many Chinese, French, and Japanese detectives are female. We will address the question of what it means to be a detective; see what happens when the detective gets self-consciously conceptual in works by writers such as Jorge Luis Borges and Paul Auster. All readings will be in English.

**Class Format:** seminar

**Requirements/Evaluation:** regular attendance, active participation in class discussions, three short papers of varying lengths, and a final paper of 10-12 pages

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** Comparative Literature majors and those planning to major in Comparative Literature

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributional Requirements:**

- Division 1
- Writing Intensive

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**COMP 224(S) The Cookbook Through History**

More than a compilation of recipes and instructions, a cookbook is a means of cultural transmission. This course will read between the recipe lines, exploring cookbooks as important documents that reveal a surprising amount about history and society. As Ando and Appadurai have noted, cookbooks "tell unusual cultural tales, combining the sturdy pragmatic virtues of all manuals with the vicarious pleasures of the literature of the senses."

We will begin by examining the cookbooks of antiquity for what they can tell us about social status, global trade, and the distribution of foodstuffs and wealth. Moving into the medieval period we will look at cookbooks-cum-medical texts and consider the importance of diet and nutritional advice. Many early modern cookbooks were also agricultural and household primers, so we will touch on garden and table design and also discuss how the recipes reflect the great shifts of the Columbian exchange.

The "receipt" books kept by many women were often their sole means of expression; these manuscripts will lead to discussions of gender and class. As we progress to the 19th century, we'll look at cookbooks intended to assist immigrant groups, as well as the cookbooks those groups published to keep their culinary traditions intact. We will see how nutrition becomes ever more prescriptive, as in "domestic science" and "home economics" as ways of validating women's kitchen labors. The 20th century brings a proliferation of culinary instruction in new forms, including artists' books, TV shows and videos.

Because cookbooks engage with issues still pertinent today—gender, race, immigration, global trade, national identity, health, and religious and cultural tensions—we will approach the books through many different disciplines, from culinary history to sociology and anthropology, to the visual arts, gender studies, and nutrition. Students will actively use the rich collection of rare cookbooks in Chapin Library.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, 4 response papers, one 8- to 10-page research paper, 1 oral presentation and 2 class projects

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** students who have studied another language

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:**

- Division 1

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**COMP 225 Traditional Chinese Poetry (D) (W)**

Poetry was the dominant form of literature in China for most of the pre-modern period. It could be used to justify the overthrow of dynasties or to court a beloved; Chinese poets sang about commuting with the gods and about brewing ale, sometimes in the same poem. In this course we will read and discuss these wide-ranging materials. None of the issues we will explore include the ways in which poems present the world and make arguments about it; how Chinese poets construct different notions of the self through their poems; and how poetry can give voice to conflicts between aesthetics and morality, between the self and the community, and between the state and other sources of social capital. We will also look at Chinese theories of literature and poetry and compare them with dominant Western models. This is an ENGL course and we will be concerned throughout with differences in the way Chinese and other cultures thought about and utilized poetry. We will examine the implicit biases inherent in the ways Western scholars in particular have analyzed and translated Chinese poetry. All readings in English translation.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** numerous short response papers, two longer papers (1700-2300 words), and a final exam; participation in class discussions required

**Prerequisites:** none; no previous experience with poetry or Chinese required

**Enrollment Preferences:** Chinese majors; open to all

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:**

- Division 1
- Exploring Diversity
- Writing Intensive

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**COMP 226T The Ancient Novel (W)**

In this course we read and closely analyze long works of fiction composed in the ancient Mediterranean between the first century BCE and the fourth century CE. To call these ancient works "novels" might be misleading, if our definition depended on the historical conditions that fostered the emergence of the modern novel (e.g., industrialization and widespread literacy). On another definition, however, the novel is that genre which, more than any other, devours and incorporates other genres. Judged by this standard, the works we will deal with in this course are quintessentially novels. They afford new perspectives on the diverse, cosmopolitan culture of the Hellenistic and late antique Mediterranean world in which they were originally written and read. Replete with spectacular tales of true love, death, danger, miracles, stunts, conversions, triumphant recognitions and happily-ever-after reconciliations, they access other classical genres such as history, tragedy, and epic by means of parody, allusion, and homage.

**Class Format:** tutorial

**Requirements/Evaluation:** alternating papers and critiques

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none; not open to students who took this course as CLAS 105/COMP 113

**Enrollment Preferences:** sophomores and first-years intending to major in Classics, Comparative Literature, English, or another Literature

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**

- Division 1
- Writing Intensive

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**COMP 227(S) Made in China or Making "China"?: Twentieth-Century Chinese Performative Culture**

This course explores the ways in which twentieth-century Chinese artistic, cultural, and national narratives were created and configured. theater, opera, dance, music, film, literature, and graphic arts were all woven together in a multimedia matrix of images, sounds, and words. This course investigates the ways in which film, spoken drama, intercultural reproductions of Peking and Kun Opera, revolutionary
and avant-garde theatre, Chinese Rock concerts, and global mass mediated performances. Emphasis will be placed on how performances (encompassing the performance onstage and the performance-making backstage) placed "China" on the global stage; and shaped racial, gender, and national identities among play-makers and audiences. We will also explore how Chinese operas were reinvented as "traditional culture" and a "national essence" in the early 20th century; and how agents of Chinese performance, as makers of imaginary worlds, serve as both assets and threats to real-life arbiters of power. The class will be structured around the themes of "Inventing Tradition on the World Stage," "Acting the Right Part," and "Performing the Nation." Students will learn to engage performances as cultural texts embedded in national and global histories. By gaining knowledge about major playwrights, directors, artists, networks, and ideas, students will also become fluent in the landscape of performance culture in China. All class materials and discussions are in English.

Class Format: lecture/discussion
Requirements/Evaluation: regular in-class participation, three short papers (3-5 pages), and one final project
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1

Spring 2017

LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Man He

COMP 228 Modern Arabic Literature in Translation (D) (W)

In this course we will read important texts and authors of the modern Arab world. The range of genres and themes of this literature is vast. In particular, we will analyze the debates around modernity and the importance given to social engagement in these texts. Our readings may include works by authors that have received significant attention outside of the Arab world such as Naguib Mahfouz, winner of the Nobel Prize for literature in 1988. We will also read the Iraqi poets Nazik al-Malaika and Badr Shakir al-Sayyab, the Palestinians Ghassan Kanafani and Mahmoud Darwish, and Tayyib Salih from the Sudan. Included in our readings are the famous autobiography by the Moroccan Muhammad Shukri as well as women's literature by Hanan al-Sheikh, Huda Barakat and Nawal Sadawi. All readings are in English. This literature course fulfills the requirements of the Exploring Diversity Initiative (EDI), as it engages the Arab world from a humanistic perspective that aims to promote cultural awareness. A fundamental goal of the course is to engage the diversity of approaches to sexuality, religion, gender and politics that are so prominent in contemporary literature from the Arab world.

Class Format: lecture/discussion
Requirements/Evaluation: active and consistent class participation, two short paper (3-5 pages) and a final paper (5-7 pages)
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives

ENGL 228/COMP 230

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider the various developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; that is, notions of self-fashioning, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt. The course will contribute to the College’s Exploring Diversity Initiative by examining the role of historical and cultural difference within and beyond Europe at the very beginning of globalization.

Class Format: seminar
Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: first- and second-year students and English majors who have yet to take a Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Other Attributes: ENGL 200-level Gateway Courses

ENGL Literary Histories A

Spring 2017

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Emily Vasiliauskas

COMP 231T Postmodernism (W)

In one definition, postmodernism in art and literature is what you get when you combine modernism’s radical experimentation with pop culture’s easy appeal. This term has been used to describe works from Andy Warhol’s paintings of Campbell’s soup cans and Jean Baudrillard’s critical essays on Disneyland to Murakami Haruki’s euphoric conspiracy novels. Theorists of the postmodern have claimed that these works present not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between what is written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their insights to the arts texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: tutorial; after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week
Requirements/Evaluation: 5 papers (4-5 pages each) and 5 responses (1 page each) in alternate weeks

COMP 230(S) The Renaissance in England and the European Continent: Self and World (D) (W)

Crosslistings: ENGL 228/COMP 230

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; that is, notions of self-fashioning, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt. The course will contribute to the College’s Exploring Diversity Initiative by examining the role of historical and cultural difference within and beyond Europe at the very beginning of globalization.

Class Format: seminar
Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: first- and second-year students and English majors who have yet to take a Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Other Attributes: ENGL 200-level Gateway Courses

ENGL Literary Histories A

Spring 2017

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Emily Vasiliauskas

COMP 229(S) Japanese Culture and History from Courtiers to Samurai and Beyond (D)

Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219

This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this ED course not only considers the relationship between politics, culture, and society in premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, war tales, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam
Extra Info: may not be taken on a pass/fail basis

Enrollment Preferences: students majoring or considering a major in a related field
Enrollment Limit: 40
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia

HIST Group P Electives - Premodern

Spring 2017

LEC Section: 01 TF 01:10 PM 02:25 PM Instructors: Christopher Bolton, Eiko Sinaiwer

COMP 228 Modern Arabic Literature in Translation (D) (W)

Crosslistings: ARAB 228/COMP 228

This course will introduce students to the history, literature, and artistic culture of modern Arab world. The range of genres and themes of this literature is vast. In particular, we will analyze the debates around modernity and the importance given to social engagement in these texts. Our readings may include works by authors that have received significant attention outside of the Arab world such as Naguib Mahfouz, winner of the Nobel Prize for literature in 1988. We will also read the Iraqi poets Nazik al-Malaika and Badr Shakir al-Sayyab, the Palestinians Ghassan Kanafani and Mahmoud Darwish, and Tayyib Salih from the Sudan. Included in our readings are the famous autobiography by the Moroccan Muhammad Shukri as well as women's literature by Hanan al-Sheikh, Huda Barakat and Nawal Sadawi. All readings are in English. This literature course fulfills the requirements of the Exploring Diversity Initiative (EDI), as it engages the Arab world from a humanistic perspective that aims to promote cultural awareness. A fundamental goal of the course is to engage the diversity of approaches to sexuality, religion, gender and politics that are so prominent in contemporary literature from the Arab world.

Class Format: lecture/discussion
Requirements/Evaluation: active and consistent class participation, two short paper (3-5 pages) and a final paper (5-7 pages)
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives

ENGL Middle Eastern Studies Electives

Not Offered Academic Year 2017

LEC
COMP 232T Reading and Writing the Body (W)
Am I a body, or do I have one? The western tradition of favoring our intellectual and spiritual experience over the physical has long informed, and indeed limited, our sense of self as human beings. While some writers maintain that the creative impulse is a gift of the muse and that it is rooted entirely in the mind or spirit, there are those for whom the human body, frequently their own, plays a central role, both in the process of creation and as a subject of artistic inquiry and contemplation. In their writing, these authors tell a very different tale with regard to the human experience, and it is focused on the primacy of the body. This course will consider the work of, among others, Maupassant, Kafka, Tanizaki, Tolstoy, Dinesen, Colloidi, Babel, and Atwood in order to examine how writers from different cultural and aesthetic perspectives either present or use the body as a vehicle of expression. We will also consider other areas of study that are intimately related to the life of the body, such as asceticism, pathology, prostitution, and disability.

Class Format: tutorial; weekly sessions with the instructor and a fellow student
Requirements/Evaluation: on alternate weeks students will either write and present a 5-page paper on the assigned readings or write and present a 2-page critique of a pre-circulated paper Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-year and sophomore students considering a major in Comparative Literature
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: PHIL Bioethics + Interpretations of Health

COMP 233 Introduction to Classical Arabic Literature (W)
In this course we will explore the rich, complex and diverse texts of Classical Arabic Literature. The readings include works that have achieved notoriety outside of the Arab world (such as the Qur'an and One Thousand and One Nights) as well as works by authors largely unknown outside of the Arab world but canonical in Arabic-language culture such as Imru al-Qays, al-Jahiz, al-Ma'arri, Abu Nuwas, al-Hallaj, al-Ghazali and al-Mutammini. Women's literature in this course includes works by al-Khansa', known for her elegies, and by Wallada bint al-Mustakfi of Cordoba, who contributed to the courtly love poetry of both Europe and the Arab world. Topics for discussion include theological and philosophical queries, erotica, wine, bibliomania and avarice. Our primary texts represent such varied regions as the Arabian Peninsula, Egypt, Abbasid Baghdad, North Africa and Islamic Spain. Chronologically, the texts range from the sixth century CE to the fourteenth century. All readings are in English.

Class Format: lecture/discussion
Requirements/Evaluation: oral/seatant and pro-active class participation, two 3- to 5-page papers, a final 8- to 10-page paper, one short presentation and weekly 1- to 2-page reaction papers
Prerequisites: none
Enrollment Preferences: Comparative Literature majors and students with a background in Middle Eastern Studies
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: ARAB Arabic Studies Electives

COMP 234(F) Sexuality and Imperialism (D)
This course takes as its central premise that the definition and experience of modern sexuality are intimately bound to nineteenth-century imperialism and its legacies. How did imperial power relations help to constitute racial and sexual categories and classifications? To what extent did sexual norms in both the colonies and European metropole contribute to the "management of empire"? In what ways can this historical and intellectual framework help us understand contemporary phenomena such as homonationalism and pinkwashing? We will explore these questions through the study of novels, films, and a variety of other cultural and historical texts, ranging from Freud's Totem and Taboo and Foucault's History of Sexuality to Andre Gide's accounts of sexual tourism in colonial Algeria and Fanon's analysis of the decolonizing psychological effects of colonialism. As part of the Exploring Diversity Initiative, this class will foster an awareness of how the economic and political structures of imperialism affected sexual diversity (and vice versa), and how colonial social hierarchies created differing and unequal sexual expectations, restrictions, and freedoms in individual lives.

Class Format: seminar
Requirements/Evaluation: two or three 3-page papers, a 6- to 8-page final essay, a presentation on the final essay topic, and engaged participation
Prerequisites: none
Enrollment Preferences: Women's Gender & Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Expected Class Size: 8
Enrollment Limit: 10
Expected Class Size: 25
Distributional Requirements: Division 1
Enrollment Limit: 10
Expected Class Size: 15
Distributional Requirements: Division 1

COMP 235T(F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings (W)

Crosslistings: AFR 295/COMP 235

This tutorial will explore the rich and multifaceted relationship between the Qur'an and literature from several different perspectives. The first part of the course will examine Qur'anic stylistics through primary readings in translation and scholarship on the question of whether the Qur'an is literature. Readings will consider how the Qur'an sheds light on the category of literature through attention to such features as sound, figurative language, and genre. Students will also discover what the Qur'an has to say about poets and stories. We will then turn to the classical discourse on Qur'anic inimitability ("i'jaz al-Qur'ani"); with an emphasis on stylistic/rhetorical inimitability and its relationship to Arabic literary theory. We will make use of recent translations of i'jaz treatises, manuals of literary criticism, and historical readings on the status of the Qur'an in early Islamic history. Finally, we will read a selection of later literature that takes up Qur'anic themes and language in Islamic history, in order to explore questions of intertextuality, rewriting, and the guises that commentary can take.

Class Format: tutorial
Requirements/Evaluation: 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation
Enrollment Preferences: Comparative Literature majors, Arabic Studies majors
Enrollment Limit: 40
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1

Expected Class Size: 25
Enrollment Limit: 10
Expected Class Size: 10

COMP 235(F) The Qur'an and Literature

Crosslistings: COMP 235/ARAB 235/REL 235

This course will explore the rich and multifaceted relationship between the Qur'an and literature from several different perspectives. The first part of the course will examine Qur'anic stylistics through primary readings in translation and scholarship on the question of whether the Qur'an is literature. Readings will consider how the Qur'an sheds light on the category of literature through attention to such features as sound, figurative language, and genre. Students will also discover what the Qur'an has to say about poets and stories. We will then turn to the classical discourse on Qur'anic inimitability ("i'jaz al-Qur'ani"); with an emphasis on stylistic/rhetorical inimitability and its relationship to Arabic literary theory. We will make use of recent translations of i'jaz treatises, manuals of literary criticism, and historical readings on the status of the Qur'an in early Islamic history. Finally, we will read a selection of later literature that takes up Qur'anic themes and language in Islamic history, in order to explore questions of intertextuality, rewriting, and the guises that commentary can take.

Class Format: seminar
Requirements/Evaluation: two or three 3-page papers, a 6- to 8-page final essay, a presentation on the final essay topic, and engaged participation
Prerequisites: none
Enrollment Preferences: Women's Gender & Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Expected Class Size: 8
Enrollment Limit: 10
Expected Class Size: 25
Distributional Requirements: Division 1
Expected Class Size: 15
Distributional Requirements: Division 1
Expected Class Size: 10
Distributional Requirements: Division 1

COMP 235T(F) The Qur'an and Literature

Crosslistings: COMP 235/ARAB 235/REL 235

This course will explore the rich and multifaceted relationship between the Qur'an and literature from several different perspectives. The first part of the course will examine Qur'anic stylistics through primary readings in translation and scholarship on the question of whether the Qur'an is literature. Readings will consider how the Qur'an sheds light on the category of literature through attention to such features as sound, figurative language, and genre. Students will also discover what the Qur'an has to say about poets and stories. We will then turn to the classical discourse on Qur'anic inimitability ("i'jaz al-Qur'ani"); with an emphasis on stylistic/rhetorical inimitability and its relationship to Arabic literary theory. We will make use of recent translations of i'jaz treatises, manuals of literary criticism, and historical readings on the status of the Qur'an in early Islamic history. Finally, we will read a selection of later literature that takes up Qur'anic themes and language in Islamic history, in order to explore questions of intertextuality, rewriting, and the guises that commentary can take.

Class Format: seminar
Requirements/Evaluation: two or three 3-page papers, a 6- to 8-page final essay, a presentation on the final essay topic, and engaged participation
Prerequisites: none
Enrollment Preferences: Women's Gender & Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Expected Class Size: 8
Enrollment Limit: 10
Expected Class Size: 25
Distributional Requirements: Division 1
Expected Class Size: 15
Distributional Requirements: Division 1
Expected Class Size: 10
Distributional Requirements: Division 1

COMP 236T She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings (W)

Crosslistings: AFR 295/COMP 236/WGSS 207

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and criminalization.

Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015). In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; how does skin color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: tutorial
Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography
COMP 237(S) Love, Desire, and Longing in Classical Arabic Poetry Crosslistings: COMP 237/ARAB 237
The genre of ghazal, or love poetry, has a long and fascinating history in classical Arabic literature. In its various guises, it has been a vehicle for expressing many forms of desire, including erotic passion, "platonic" yearning from a distance, and mystical love for the Divine. This course will explore the development of ghazal, beginning with pre-Islamic odes, continuing through the rise of the ghazal as an independent genre, and then taking up its adaptations across the classical and pre-modern Arabic-speaking world. We will pay close attention to aesthetics, tone, emotional effect, and features particular to certain sub-genres of ghazal. Background readings about historical, cultural, and literary contexts will shed further interpretive light on the poetry. Through these sources, which come from lands as diverse as Iberia, North Africa, the Levant, and the Arabian Peninsula, we will investigate how classical Arabic-language love poets expressed issues of gender, class, sexuality, existential despair, hope and loss, and living in relationship to God.

Class Format: seminar
Requirements/Evaluation: 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation
Prerequisites: none
Enrollment Preferences: Comparative Literature majors, Arabic Studies majors
Enrollment Limit: 40
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 1
Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Rachel Friedman

COMP 238 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (D) Crosslistings: ENVI 239/COMP 238
This course will introduce students to the study of the relationship between literature and the environment, often referred to as 'ecocriticism,' through careful examination of Jean de Léry's 1577 History of a Voyage to the Land of Brazil and related texts. Léry's fascinating account of a yearlong stay among the 'cannibals' of Brazil gets at many of the themes and debates taken up by ecocritics today: How do political, economic, religious and philosophical factors influence individual and collective conceptions of 'nature' and its value? How do acts of reading and writing inform (or deform) our understanding of the 'natural' world? What is the role of aesthetics in environmental politics, and how can new eco-centric assumptions about race, gender, and cultural differences influence representations of global environmental issues like deforestation and global warming? Envi 239/Comp 238 fulfills the goals of the Exploring Diversity Initiative by contextualizing current questions of international environmental policy within the long history of colonialism, challenging students to think about cultural diversity as well as economic inequity as relevant to contemporary debates about the value and distribution of natural resources. In addition to Léry's History, we will also read landmarks of ecocritical scholarship by scholars including Lawrence Buell, William Cronon, Candace Slater and Jorge Marcone, as well as more recent literary interventions into environmental issues in the Americas.
Class Format: lecture/discussion
Requirements/Evaluation: three 5- to 7-page essays and several shorter writing assignments
Prerequisites: none
Enrollment Preferences: majors in Environmental Policy, Environmental Science and Comparative Literature majors, Environmental Studies concentrators; other students interested are welcome
Enrollment Limit: 20
Expected Class Size: 15
Dept. Notes: satisfies the "Humanities, Arts and Social Sciences" requirement for the Environmental Studies concentration and theory/methods requirement for the "Society & Culture" track of the Environmental Policy major
Distributional Requirements:
Division 1
Exposing Diversity
Other Attributes: AMST Science & Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC Theory/Method Courses

ENVI 239 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (D) Crosslistings: ENVI 239/COMP 239
This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can Othello be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.
Class Format: seminar
Requirements/Evaluation: frequent short papers totaling 20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: sophomores and first-year students who have not taken an ENGL Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive
Other Attributes: ENGL Criticism Courses ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Christopher Pye

COMP 241T Sex and Gender in Ancient Greece and Rome (D) (W) Crosslistings: COMP 241T/CLASSICS 241
This course examines the diverse discourses and popular perceptions of sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epiphatns, and early saints' lives, in order to gain a
deeper and more complex understanding of how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men’s lives, women’s lives, and the lives of individuals who didn’t fit easily into either category. Additionally, the course will promote students’ capacity to critically evaluate two past cultures that have long been important sources for institutional and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.

Class Format: tutorial

Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Amanda Wilcox

COMP 242(S) Americans Abroad (D) (W)

Crosslistings: COMP 242/ENGL 250/AMST 242

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materialists will draw on male and female travel narratives, and fiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an emigre? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner.

Additional reading will be drawn from historical and critical works. All readings will be in English.

This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.

Class Format: seminar

Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student’s own experiences

Extra Info: may not be taken on a pass/fail basis; not available for the fifth semester

Prerequisites: any literature course at Williams or permission of instructor

Enrollment Preferences: students interested in, or returning from, study abroad; and/or students studying abroad at Williams

Enrollment Limit: 18

Expected Class Size: 18

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST

Distributional Requirements: Division 1

Exploring Diversity

Writing Intensive

Optional Attributes: AMST Arts in Context Electives

GBST Borders, Exiles + Diaspora Studies Electives

Spring 2017

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Soledad Fox

COMP 243 Modern Women Writers and the City (W)

Crosslistings: COMP 243/WGSS 252

Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strain, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women’s work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Margareture Duras, Margaret Drabble, Ntozake Shange, Verana Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Cololina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed.

All readings in English.

Class Format: seminar/discussion

Requirements/Evaluation: two short papers of 3-5 pages, one of 5-7 pages, and one final paper of 8-10 pages

Prerequisites: COMP 111 or a 100-level ENGL course

Enrollment Limit: 19

Expected Class Size: 19

Dept. Notes: formerly COMP 252

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Writing Intensive

Not Offered Academic Year 2017

SEM Instructor: Helga Druexes

COMP 244 The Experience of Sexuality: Gender & Sexuality in 20th-century American Memoirs (D)

Crosslistings: WGSS 204/COMP 244

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materialists will draw on male and female travel narratives, and fiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an emigre? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner.

Additional reading will be drawn from historical and critical works. All readings will be in English.

This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.

Class Format: seminar

Requirements/Evaluation: intensive reading; active class participation; two 5-page papers and final 10-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Women’s Gender & Sexuality Studies majors

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Exploring Diversity

COMP 245(F) Red Chamber Dreams: China’s Greatest Novel as Literature and Legacy

Crosslistings: COMP 245/ASST 243

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materialists will draw on male and female travel narratives, and fiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an emigre? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner.

Additional reading will be drawn from historical and critical works. All readings will be in English.

This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.

Class Format: seminar

Requirements/Evaluation: three 2-page papers, one 5-page paper, and a final 6- to 7-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: COMP majors, then ASST majors

Enrollment Limit: 25

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ASST

Distributional Requirements: Division 1

Fall 2016

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Sarah Allen

COMP 246(S) Bloody Vampires: From Fiction to Film and Fashion (W)

Crosslistings: COMP 246/ENGL 287

This course explores the figure of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind...
of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity?

We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read poems by Browning and Coppola, the Dance of Vampires by Polanski, The Hunger by Scott, Blade by Norrington, Twilight by Hardwicke, and Daybreakers, as well as episodes of the TV series Buffy the Vampire Slayer, True Blood, and The Vampire Diaries. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar
Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite
Prerequisites: none
Enrollment Preferences: students majoring or considering a major in language or literature
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1

Writing Intensive
Other Attributes: FMST Core Courses

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Christophe Kone

COMP 247T(F) Gender, Sexuality and Modern Performance (D) (W)
Crosslistings: THEA 250/ENGL 253/WGSS 250/CMP 247

This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the still understudied role of women in the arts, we will focus primarily on the transsexualities and social identities under interrelated systems of oppression. Close analysis of works by dramatists—such as Adrienne Kennedy, Caryl Churchill, Wendell Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac—will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherríe Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Remédios, and Donna Haraway. This course meets the criteria of the Exploring Diversity Initiative as it draws focus towards the diversity of race, class and ethnicity represented by the subjects of our study as well as towards the political power of theatre and performance.

Class Format: tutorial
Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks
Extra Info: emphases will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies
Enrollment Limit: 10

Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives
PERF Interdepartmental Electives
WGSS Theory Courses

Fall 2016
TUT Section: T1 TBA Instructor: Amy Holzapfel

COMP 248 The Modern Theatre: Plays and Performance Crosslistings: THEA 248/COMP 248/ENGL 234

This seminar will examine major trends in global theatre and performance from the turn of the nineteenth century through the postwar period. We will explore a variety of national traditions, comparing and positioning works in the context of revolutionary transformations of theatre practice. Artists to be considered may include: Strindberg, Ibsen, Wilde, Chekhov, Shaw, Pirandello, Treadwell, Artaud, O'Neill, Hughes, Stein, Williams, Hansberry, Al-Hakim, Brecht, Beckett, Abe, Genet, Soyinka, Pinter, Albee, Wilson, Gambaro, and Fornés. Although emphasis will be given to textual analysis and close reading, we will also consider trends in acting, directing, design, theatre architecture and the actor/audience relationship whenever possible.

Class Format: seminar
Requirements/Evaluation: two five-page papers; two "deep-reading" responses; active participation in class discussion; attendance at selected Theatre Department and Center Series productions
Prerequisites: none
Enrollment Preferences: Theatre, English and Comparative Literature majors
Enrollment Limit: 19
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Amy Holzapfel

COMP 250 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
Crosslistings: REL 207/CMP 250/JWST 207/CLAS 207

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah’s wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinc literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. All readings are in translation.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation and several writing assignments
Extra Info: core course for COMP
Prerequisites: none
Enrollment Preferences: students who have already taken a course in Biblical literature
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Distributional Requirements: Division 2

Other Attributes: ARAB Arabic Studies Electives
JWST Core Electives

Not Offered Academic Year 2017
LEC Instructor: Eden Dekel

COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics
Crosslistings: ARAB 251/COMP 251

Since the uprisings in the Arab world in 2011, much attention has been paid to the significant role of the “popular” in creating social and political transformations. The voice of the youth and “the street,” in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes “popular culture” in the Arab world? How is it different than folk culture, mass culture, or “high” culture? Who are the key players in the creation and dissemination of “popular” culture? Besides globalization, for example, how do social, political and economic dynamics engulfs the definition of the “popular”? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will watch several documentaries about music, politics and youth in the Arab world. We will also read a selection of essays from anthropology, Arab culture studies, political science, and journalism to provide historical and critical context for the material discussed in class. Required graphic texts include Naji Al-Alí’s A Child in Palestine and Majdi Shafii’s Metro: A Story of Cairo.

Class Format: lecture
Requirements/Evaluation: active class participation, several short response assignments (2-3 pages each), and final paper (5-7 pages)
Prerequisites: none
Enrollment Preferences: students majoring in or considering a major in Arabic Studies
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 1

Other Attributes: ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives

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COMP 252 Arab Women Memoirs: Writing Feminist History

Crosslistings: ARAB 252/COMP 252/WGSS 253/HIST 309

This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-generation narrators have played in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women’s blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tahhan (A Mountainous Journey; An Autobiography), Fatima Mernissi (Dreams of Trespass: Tales of a Harem Girlhood), Leila Ahmed (A Border Passage: From Cairo to America—a Woman’s Journey), Fadia Faqir and Shirley Eber (In the House of Silence: Autobiographical Essays by Arab Women Writers), and Jumanah Haddad (A Border Passage: From Cairo to America—a Woman’s Journey), Nezamov (I Killed Scheherazade: Confessions of an Angry Arab Woman), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS

Distributional Requirements:
Division 1

Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Amal Eqeiq

COMP 253 Narratives of Placement and “Dis-placement” from the Global South [W]

Crosslistings: COMP 253/ARAB 253

This seminar deals with the theme of placement and “dis-placement” in literature from different sites in the Global South in the late 20th century. Situating the question of placement and uprootedness within multi-dimensional and cultural contexts in different sites in the Southern hemisphere, the location of much of the “developing world,” including the Middle East and North-Africa, Latin America, the Caribbean, the African Diaspora and the US-Mexico borderland, we will address the following questions: What distinguishes exile from Diaspora? What constitutes “dis-placement”? How do the experiences of uprootedness and forced migration among Palestinian refugees and Mexican migrant workers (within Mexico and the US; with or without documents) inform our notion of home and belonging? How do the legacy of French colonialism in North Africa and the rise of globalization in Latin America, for example, shed light on the ongoing massive immigration of subjects from the Global South to the North? Our emphasis will be on working together to find avenues for expressing yourselves in writing and other media, such as creating your own blog entries about these topics. In addition to a course reader with selected short story passages, and critical essays, readings will include: Benyamin’s Goat Days, Aimé Césaire’s Return to My Native Land, Ghassan Kanafani’s Men in the Sun, Mamud Darwish’s Journal of an Ordinary Grief, and Lalai Lalami’s Hope & Other Dangerous Pursuits.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response assignments (1-2 pages), one midterm paper (5-6 pages), and final paper (7-10 pages)

Prerequisites: none

Enrollment Preferences: students majoring in Comparative Literature

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:
Division 1

Other Attributes:
GBST Middle Eastern Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Amal Eqeiq

COMP 254(F) “Disease” in Modern Chinese Literature and Culture (D)

Crosslistings: CHIN 254/COMP 254/WGSS 255

From early modern anxieties about China’s status as the “sick man of Asia” to contemporary concerns regarding the prospect of transnational pandemics, “diseases” and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right, but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes “disease”—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of “disease”; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other. We will explore disease, illness, and mental illness defined, represented, and understood in both male and female writers’ analytical essays and fictional writings in the 20th century; we examine how metaphorical “diseases,” such as infectious cannibalism and fin-de-siecle “vices,” are recognized and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the “Second New Wave” film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud’s psychoanalysis and post-Freudian psychotherapy are “practiced” in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literary canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house filmmaking and culture, from comics to TV dramas. From there we move on to novels and films that examine a range of other relationships between love and death, including parental love and sacrifice, martyrdom and love of country, sex and the occult, and romance at an advanced age. We will read novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima as well as more contemporary fiction by writers like Murakami Haruki; we will also look at some visual literature, including puppet theater, comics, animation, and Japanese New Wave film. The class and the readings are in English.

Class Format: lecture/discussion

Requirements/Evaluation: in-class exam, ungraded creative project, and two short papers (5-7 pages each) emphasizing original, creative, and convincing readings of the class texts

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 15

Distributional Requirements:
Division 1

Other Attributes:
GBST East Asian Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Christopher Bolton

COMP 255 Arab and Anglophone: Narratives Beyond Nation and Diaspora

Crosslistings: ARAB 256/COMP 256/ENGL 284

This course takes a close look at contemporary Anglophone Arab writings. The premise is that students who are already familiar with major Arab writers, and/or know the story of Arab descent who live in the Anglo-Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple...
ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Katif (Syria/USA), Leila Abouleila (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel-Fattah (Palestine-Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.

Class Format: seminar
Requirements/Evaluation: active class participation, 4 short response assignments (2-3 pages), and final paper (5-7 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Amal Eqeiq

COMP 257 From Putin to Pussy Riot: Discourses of Post-Soviet Gender (DIS)
Crosslistings: RUSS 213/GBST 213/WGSS 214/COMP 257
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarre gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin’s regime by performing in day-glo balaclavas in Russia’s largest stadium. This course examines related post-Soviet media spectacles in the attempt to understand the Western press’s fascination with Russia, as well as how social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West.

This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

All readings will be in English.
Class Format: seminar
Requirements/Evaluation: active participation in class discussions, response papers based on assignments for class. 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: not open to freshmen
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS
Distributional Requirements: Division 1

Exploring Diversity
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not Offered Academic Year 2017
SEM Instructor: Julie Cassiday

COMP 258(F) Film and Media Studies: An Introduction
Crosslistings: ENGL 254/COMP 258
This team-taught interdisciplinary course introduces students to concepts and skills central to the study of moving images. After familiarizing ourselves with the basic elements—visual, narrative and auditory—necessary for formal analysis, we will develop critical tools for understanding film and media in their historical and social contexts. We will discuss influential ideas, theories, and methods in the discipline of film and media studies. Students will learn to respond to works drawn from a wide range of forms: fiction and nonfiction film, animation, television, video games, and emerging forms of virtual reality. Throughout, our emphasis will be on the diverse ways in which moving pictures create meaning. How can we best think about the reciprocal relations between film, new media, and contemporary life? This course will be presented through a mixture of lectures, discussions, and exercises.

Class Format: lecture/discussion/studio
Requirements/Evaluation: class attendance and participation; frequent (probably weekly) writing assignments that will include several short responses, three essays (1000-2000 words), three production exercises; and a final long paper or project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: no prior production experience is required
Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 1
Other Attributes: FMST Core Courses

Fall 2016
STU Section: 01 TR 11:20 AM 12:35 PM Instructors: Shawn Rosenheim, Morgan McGuire, Bojana Miadenovic

COMP 259T(S) Adultery in the Nineteenth-Century Novel (W)
Crosslistings: COMP 259/ENGL 261/WGSS 259
In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress. Bovary (1856), Lev Tolstoy's Anna Karenina (1873-77), Leopoldo Alas y Ureña’s La Regenta (1884-85), and Theodor Fontane's Effi Briest (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand the novel in its historical and social context. How can we account for the rise of the novel as a literature of modernity? How do these novels comment on advances in technology, privacy, or education? How are these texts represented through a mixture of lectures, discussions, and exercises.

Class Format: seminar
Requirements/Evaluation: active class participation, 4 short response assignments (2-3 pages), and final paper (5-7 pages)
Prerequisites: none
Enrollment Preferences: open to first-year students; approximately 2/3 of places will be reserved for first- and second-year students
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 1
Other Attributes: FMST Core Courses

Fall 2016
STU Section: 01 TR 11:20 AM 12:35 PM Instructors: Shawn Rosenheim, Morgan McGuire, Bojana Miadenovic

COMP 260 Reading Comics from the French-Speaking World
Crosslistings: RLFR 260/COMP 260
From political cartoons and satire of the 19th century to contemporary graphic novels, the bande dessinée has a long history in the French-speaking world. We will read early political cartoons, classics such as Asterix and Tintin, and contemporary BD from France, Québec, Côte d’Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. Conducted in French.

Class Format: seminar
Requirements/Evaluation: weekly response papers, 5-page paper, graphic-form paper, final research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: French majors and certificate students, Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Katarzyna Pierpazak

COMP 261 Comparative Postcolonial Narratives: Novels from the Arab World, Latin America and the Caribbean (W)
Crosslistings: COMP 261/ARAB 261
In this introductory course to the global postcolonial novel, we will examine novels in translation from the Arab world, Latin America and the Caribbean that are in conversation with each other. Through textual and formal analysis of selected novels in translation, we will ask questions concerning the legacy of the different forms of European colonialism in these distinct geographical. This course has two goals: First, to familiarize students with classical, canonical and popular Arabic, Latin American and Caribbean novels that deal with the history of European colonialism and/or its aftermath. Second, to introduce students to some of the critical trends and theoretical concerns concerning the potential and limits of reading these novels as resistance and/or postcolonial literature. In addition to selected critical essays, the readings for this course may include novels by the following writers: Assia Djebar (Algeria), Gamal al-Ghitani (Egypt), Sahar Khalilah (Palestine), Tayyib Saleh (Sudan), Alejo Carpentier (Cuba), Rosario Castellanos (Mexico), Jamaica Kincaid (Antigua), and Gabriel García Marquez (Colombia).
COMP 262 Japanese Theatre and its Contemporary Context

cross-listings: JAPN 271/COMP 262

Japan's rich and varied performance traditions, old and new, born of different historical settings, coexist to this day and compete for the attention of audiences, domestically and abroad. The forms to be considered (noh, kabuki, bunraku, shingeki, butoh, and Takarazuka all female revue among others) are all dynamic. Each has transformed itself in response to evolving social conditions. This course examines these performance traditions, considers how each reflects the social, cultural, and political context of its birth, and poses the question, "of what relevance is each to a contemporary audience?" Some of the other questions we will explore are: How have these performing traditions transformed themselves throughout history, including after 3.11? What do we mean by traditional? contemporary? How are traditional and contemporary performance genres interacting with each other? How have the central themes of these works evolved? All readings and discussion will be in English.

Class Format: lecture/discussion
Requirements/Evaluation: active class participation, presentations, written journals, two short papers, and one longer paper
Prerequisites: none; open to all
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST East Asian Studies Electives

Not Offered Academic Year 2017

LEC Instructor: Christopher Bolton

COMP 266F Theories of Language and Literature (W)

Cross-listings: ENGL 269/COMP 266

This course is made up of questions: What is language and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Class Format: seminar
Requirements/Evaluation: four short papers totaling 20 pages, informal weekly writing, class attendance and participation

Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-years and sophomores considering the English major

Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: ENGL Criticism Courses
ENGL 200-level Gateway Courses

Fall 2016

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Christian Thome
Enrollment Preferences: students majoring or considering a major in Comparative Literature
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements:
Division 1
Other Attributes:
GBST East Asian Studies Electives
Not Offered Academic Year 2017
SEM Instructor: Christopher Bolton

COMP 267(F) The Art of Friendship
Crosslistings: CLASS 212/COMP 267/REL 267
The idea of friendship has captivated poets, philosophers, and their audiences for over three millennia. The subtle dynamics of this fundamental relationship between humans have been a source of inspiration, consolation, and consternation for countless writers and readers. What are the different types of friendship? How does one make a friend, and what makes a good friend? How does a friend differ from an acquaintance, an ally, an accomplice, an enemy? Can the beloved also be a friend? Ancient Greek and Latin writers took up these and other questions about friendship in philosophical dialogues and treatises, epic and lyric poems, tragic and comic plays, oratory, and correspondence. This course will explore ancient representations of friendship through readings from many of the most important texts and authors of antiquity, including Gilgamesh, the Hebrew Bible, Homer, Sappho, Euripides, Plato, Aristotle, Cicero, Virgil, Seneca, and the Epistles of Paul. We will also consider the wide-ranging responses to these meditations and depictions in later traditions from the Middle Ages to modernity, in such writers as Heloise and Abelard, Aelred of Rievaulx, Aquinas, Montaigne, Ralph Waldo Emerson, Emily Dickinson, Elizabeth Bishop, Jack Kerouac, and Susan Sontag. All readings are in translation.
Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final paper/project
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under CLASS or COMP; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 TF 01:10 PM 02:25 PM Instructors: Amanda Wilcox, Edan Dekel

COMP 268(F) Caribbean Women Writers
Crosslistings: AFR 327/WWGS 268/ENGL 307/COMP 268
This course is designed to explore the issues and themes commonly found in literatures of the Caribbean written by women. We will consider prose and poetry published in English in the twentieth and early twenty-first centuries, reading the texts from several different angles - including colonialism, globalization, and migration - with feminism as the overarching/organizing theme of the course. In addition to the general literary study of author, genre and discourse, our methodology will include strategies of close reading, contextualization, and a range of interdisciplinary critical approaches utilized to assess the significance and role of Caribbean women's writings as part of national and women's literatures and to explore questions of identity formation and/or (dis)integration, gender, social status, and ethnicity. We will be examining the well-known "forerunners" of the genre - possibly writers such as Paule Marshall, Jamaica Kincaid, Jean Rhys, and Lorna Goodison - although not necessarily their most famous texts. We will also read works from relative newer shores - possibly Zadie Smith, Edward Danctit, and Patricia Powell - to determine how they continue old trends while blazing new trails.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a 10-page final paper or project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or WWGS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2

Fall 2016
SEM Section: 01 M 07:00 PM 08:40 PM Instructor: Kelly Josephs

COMP 269 Transitional Japanese Literature into the Twentieth Century Crosslistings: JAPN 271/COMP 269
After more than two centuries of National Seclusion, Japan's modern era began suddenly in the middle of the nineteenth century, with the unexpected arrival of Commodore Perry, the destabilization of the 250-year old shogunal government, and the violent restoration of Imperial rule. Rapid and radical changes followed in every aspect of society, from fashion to philosophy. This course will explore how such changes have been expressed through literature, film and performance. We will trace how the authors of literary and other artistic works perceived, integrated and at times rejected experiences of the new and the foreign. All readings and discussions will be in English.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on active class participation, presentations, written journals, two short and one longer paper
Prerequisites: none; open to all
Enrollment Preferences: majors first and then seniors and juniors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Shinko Kagaya

COMP 270 Performing Greece and Rome
Crosslistings: CLASS 262/TEA 262/COMP 270
This course explores the fluidity of genres by focusing on tragedy and comedy. Each began as a grafted thing, a hybrid, a fusion of poetic, musical and dramatic genres previously developed for a variety of occasions outside the Theater of Dionysus. Fusion continued to energize both genres, and we will attend to its effects as we read several tragedies by Aeschylus, Sophocles, and Euripides and comedies by Aristophanes from fifth-century Athens; a comedy infected one from the early post-Alexandrian Greek world; comedies by Plautus and Terence from republican Rome; and a tragedy by Seneca from the imperial Rome of Nero. We will also read short selections from (or read about) the genres out of which tragedy and comedy were created and re-created, and into which they sometimes made their own incursions (e.g., heroic epic, women's laments, choral and solo lyric poetry, wisdom poetry, oratory, philosophical texts, histories, mime, farce, various kinds of dance, music and visual arts). We will especially attend to the ways tragedy and comedy interrelated one another. Critical readings, along with modern productions of ancient tragedies and comedies, will guide us as we consider all these generic exchanges in light of changing conditions and occasions of theatrical performance, other public spectacles shaping the expectations of theater audiences, and the development of writing and reading as modes of performance.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in class, several very short essays, and two longer essays, one of which may be replaced by an original script, design project, musical composition, or live performance
Prerequisites: none
Enrollment Preferences: if oversubscribed, preference given to majors or prospective majors in Classics, Theatre, Comparative Literature, English or any other literature, and to students engaged in performing or studio arts
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Meredith Hoppin

COMP 271 From Kleist to Kafka
Crosslistings: GERM 271/COMP 271
Heinrich von Kleist (1777-1811) and Franz Kafka (1883-1924) wrote some of the most puzzling and intriguing work in European literary history. From Kleist's drama Penthesilea, which culminates in the consumption of the hero by the heroine (literally!), to Kafka's "A Hunger Artist," profiling a man who starves for a living, the texts in the course attempt to access the most profound—and at times bizarre—regions of the human mind. Works we will read include Kleist's dramas Prince Friedrich of Homburg, Amphitryon, and Penthesilea, and his short stories "The Marquise of O..." "The Earthquake in Chile," "The Foundling," "St Cecilia and the Power of Music," and "The Betrothal in Santo Domingo." By Kafka we will study "The Judgment," "The Metamorphosis," "A Hunger Artist," "In the Penal Colony," "The Burrow," "A Country Doctor," and others. Literary readings will be supplemented by selected letters and essays by Kleist, and by excerpts from Kafka's diaries.
Readings and discussion in English.
Class Format: seminar
Requirements/Evaluation: intensive participation, four 2- to 3-page response papers, one 5- to 7-page paper, final project
Prerequisites: none
Enrollment Preferences: prospective Comparative Literature majors
Expected Class Size: 15
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Gail Newman

COMP 273 Beyond Tonto: American Indians in Film (D)
Crosslistings: AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peaking into the device's viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embodied romanticized and stereotyped images about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the
motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.

**Class Format:** seminar

**Requirements/Evaluation:** attend evening film screenings each week; two short papers; and a 10-page final

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** American Studies majors

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distributional Notes:** meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:** AMST Arts in Context Electives

**Expected Class Size:**

**Distribution Notes:**

**ARTH, or COMP**

**Class Format:**
untangle the conflicting perspectives, and elaborate the thoughts and feelings related to Japan's shifting roles within East Asia and beyond. Discussions will probe domestic issues, such as gender/economic disparities, aging, how such confrontations are perceived, handled and narrated, and what they mean. This tutorial looks into confrontations, within Japan and across its borders, in the past and present and past, or living and dead. This course will examine literature and thought at the moments when the tectonic plates of reason and supposed unconcealedness collide most forcefully: around 1800 (Goethe, Kleist, and the Romantics), around 1900 (Nietzsche, Freud, Kafka, Hofmannsthal), the mid-twentieth century with its dislocations (Hitler, Böll, Bachmann) and the end of the millennium (Roth, Jelinek). Some theoretical work (psychoanalytic theory, Adorno, Benjamin) will aid in the process of understanding the literature and philosophy we read. All readings and discussion will be in English translation.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, several one-page papers, one 5-page paper and a final written and oral project

**Prerequisites:** one college-level literature course

**Enrollment Preferences:** actual or comparative Comparative Literature or German majors

**Enrollment Limit:** 25

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Writing Intensive**

Not Offered Academic Year 2017

TUT Instructor: Gail Newman

**COMP 278(S) Premodern Japanese Literature and Performance**

Crosslistings: JAPN 278/COMP 278

Some of Japan's performance traditions, which developed in different historical settings, have survived to this day and continue to coexist and compete for the attention of audiences both domestically and abroad. This course examines the Japanese literature of three major periods in Japan's history, focusing on how literary and performance traditions have been interrelated in the unfolding of Japanese literary history. We will begin by looking into the Heian period (794-1185), when the work of female authors occupied center stage and some of the canonical texts of the Japanese literary and cultural tradition were born. Next we will consider the medieval period (1185-1600), which saw the rise of the samurai class and the consequent shift in the domain of artistic creation. Then we will look at the Edo period (1600-1867), when a new bourgeois culture flourished and audiences were greatly transformed. We will also explore the continuing force of these premordern literary traditions in contemporary performing arts. All readings and discussions will be in English.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active class participation, presentation, written journals, two essay questions, one paper, and attendance of live performance events

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Other Attributes:** GBST East Asian Studies Electives
PERF Interdepartmental Electives

Spring 2017

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Shinako Kagaya

**COMP 279(F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture**

Crosslistings: REL 271/ASST 271/COMP 279/WGSS 279

"Ghosts and monsters" (Chinese yaoguai, Japanese yokai, Korean yoge) have long figured prominently in East Asian cultural history. In premodern East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-faxes, giant serpents, and vengeful spirits. In the latter half of the eighteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from "the normal" as it is constructed in a given culture and time period—they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how
they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation—including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilika Quinidau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the grotesque and the erotic, the cultural performance of gender, the social choice and locate it in its broader cultural context. Doing so should put us in a

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements:
Division 2
Other Attributes:
FMST Related Courses

Fall 2016

SEM Section: 01  M 07:00 PM 09:40 PM  Instructor: Jason Josephson

COMP 280 History of the Book
Crosslistings: CLAS 200/ASST 200/HIST 392/REL 260/COMP 280
From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, no object has so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshiped and condemned, circulated and censored, collected and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song “libraries” or “scrolling” down “pages” on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements:
Division 1
Other Attributes:
HIST Group P Electives - Premodern
Not Offered Academic Year 2017
SEM  Instructor: Edan Dekel

COMP 281(S) The Banlieue in literature, Music, and Film (D)
Crosslistings: RLFR 240/AFR 241/COMP 281
In this course we will read, watch, and listen to various constructions of the banlieue in French music, film, and literature to focus on the contestatory and dialectical ways in which it has been interrogated and redefined.

Class Format: seminar
Requirements/Evaluation: journaling, presentation, in-class discussion, and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above
Enrollment Preferences: French majors, certificate, Africana and Comparative literature students
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP ; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Other Attributes:
Exploring Diversity
Other Attributes:

FMST Core Courses

Spring 2017
SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Sophie Saint-Just

COMP 282(F) Introduction to Francophone Literatures (D)
Crosslistings: RLFR 203/AFR 204/COMP 282
In this course we will read a wide range of literary and visual texts from the francophone world. We will also examine the idea of francophone and the ways in which it has been interrogated and redefined.

Class Format: seminar
Requirements/Evaluation: presentation, journaling, final project, participation
Prerequisites: RLFR 105 and above, placement exam or by permission of instructor
Enrollment Preferences: French majors and certificate, Africana and Comp.
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP ; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Exploring Diversity
Other Attributes:
GBST African Studies Electives
GBST Borders, Exiles + Diaspora Studies Electives

Fall 2016

SEM Section: 01  TR 09:55 AM 11:10 AM  Instructor: Sophie Saint-Just

COMP 283(F) Haitian and French Caribbean Literatures and Films (D)
Crosslistings: RLFR 281/AFR 281/COMP 283
This course focuses on Haitian and Francophone Caribbean literature and film as critical interventions that bring into focus slavery, identity, imperialism, culture, and (non) sovereignty.

Class Format: seminar
Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: French majors, French certificate, Africana and Comparative Literature students
Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comp.
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP ; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Exploring Diversity
Other Attributes:
FMST Core Courses

Fall 2016

SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Sophie Saint-Just

COMP 284 The Concept of Bildung: the Literature and Philosophy of Self-Discovery
This course traces the influential concept of Bildung, or self-discovery, through the literature and philosophy of Germany, England, France, and other traditions, from the Enlightenment to the present. At the time of the French Revolution and amid the general fervor for democratic self-rule that it represented, a handful of German philosophers asked themselves a simple yet profound question: If modern individuals could free themselves from dogmatic belief and from the political and cultural institutions that such belief supported, what new aesthetic, social, and political forms could express and support this freedom, and how might these new forms be discovered and maintained? The famously untranslatable concept of Bildung, whose meaning spans notions of education, cultivation, self-discovery, and self-actualization, was a response to this question that would inform joint projects of scientific discovery, artistic self-expression, and political self-determination well beyond the borders of Germany, and to the present day. Through careful analysis of key texts from this tradition, students will explore how representations of Bildung reflect changing ideas about identity, agency, pleasure, knowledge, and power. Readings will include literary works by writers like Goethe, C. Bonté, Wordsworth, Flaubert, Wilde, Equiano, Fanon, and Coetzee, in combination with critical and philosophical texts by figures like Kant, Hegel, Nietzsche, and Freud.

Class Format: seminar
Requirements/Evaluation: one 5- to 7-page and one 8- to 10-page paper, a few other short writing assignments, and one in-class presentation
Prerequisites: students majoring or considering a major in Comparative Literature or a related discipline
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
SEM  Instructor: Walter Johnston
COMP 285(S) World War II in Russian Culture
Crosslistings: RUSS 220/COMP 285/GBST 220
This course examines how Russian literature and film have depicted World War II since the war period to the present. The enormous impact of the war on the Russian and Soviet population through loss of life and trauma has been definitive for Russian national identity. As living memory of the war's survivors recedes with their passing, literature and film continue to shape the collective memory of our culture and offer an understanding of the war and its consequences for subsequent generations. We will study the complex and varied experiences of the war on the frontlines and in the country's interior; by men, women, and children; by Russians and by people of other ethnicities of the USSR. In assessing the narratives and images of the war in journalism, novels, and film, we will identify their formal achievements within the particular parameters of a given medium or genre. We will also consider the political and ideological dimensions of the war's significance in the USSR and in post-Soviet Russia. The course explores the renewed and contested legacy of the war not only in the evolving genres of fiction and film, but also in recent public celebrations of Russia's victory in the war.
Class Format: seminar
Requirements/Evaluation: active class participation, research paper, final exam
Prerequisites: none
Enrollment Preferences: RUSS and COMP majors
Enrollment Limit: 18
Expected Class Size: 10-15
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST
Distributional Requirements: Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Baktygul Aliev

COMP 287(S) Introduction to Post Colonial Studies (D) (W)
Crosslistings: ENGL 227/COMP 287/AFR 227
This course asks: What does the term "postcolonialism" mean? Is it a historical notion or an ideological term? When exactly does the 'postcolonial' begin? What are the theoretical and political implications of using such an umbrella term to designate the ensemble of writings and artworks by those subjects whose identities and histories have been shaped by the colonial encounter? We will situate the “postcolonial” historically, aesthetically, and conceptually across multiple time periods, geographic regions. We will read such authors as Rudyard Kipling, Salman Rushdie, Tsitsi Dangaremba, Chinua Achebe, and Jamaica Kincaid and work with such theorists as Frantz Fanon, Edward Said, Stuart Hall, Homi Bhabha, and Gayatri Spivak. The course will contribute to the College's Exploring Diversity Initiative by examining cultural differences and distributions of power across the world during the colonial, postcolonial, and globalized eras.
Class Format: seminar
Requirements/Evaluation: evaluation through participation in discussion and a class blog, and approximately 20 pages of writing distributed over four papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Language exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: first- and second-year students and English majors who have yet to take a Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: ENGL Criticism Courses
ENGL 200-level Gateway Courses
ENGL Literary Histories C

Spring 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Nasia Anam

COMP 288(S) Insult to Injury: Satire and Comic Abuse in Ancient Greece and Rome (W)
Crosslistings: CLAS 228/COMP 288
Glutton, pervert, demagogue, sycophant, social climber, spendthrift, witch: these insults can tell us a great deal about the social structure, gender norms, values, and anxieties of the societies that use them. In this course, we will consider verbal attacks from ancient Greece and Rome, covering a variety of abuse ranging from the everyday to the most elaborately stylized: graffiti, curse tablets, law-court invective (Lysias, Demosthenes, Cicero), iambic and satric verse (Archilochus, Hipponax, Catullus, Horace, Martial, Juvenal), and abuse on the comic stage ( Aristophanes, Plautus). How do these attacks differ according to genre and performance context? Conversely, what cultural patterns underlie this diverse body of material? Who is targeted, and what behaviors do the insults attempt to police? What does the person casting blame stand to gain? How does the rhetoric of insult intersect with the construction of gender? To what extent is it helpful or misleading to think of Greek and Roman invective in terms of modern genres such as the political campaign attack ad or the rap battle? We will hone our analyses with secondary readings drawn from classics, comparative literature, and anthropology. All readings are in translation.
Class Format: seminar
Requirements/Evaluation: several short papers of varying length (two to five pages) and a longer final paper (eight to ten pages)
Prerequisites: none
Enrollment Preferences: first and second year students, intending majors in Classics and Comparative literature
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 1
Writing Intensive

Spring 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Kenneth Draper

COMP 290(F) Shakespeare on Page, Stage and Screen: Text to Performance (W)
Crosslistings: THEA 260/COMP 290/ENGL 270
Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns—with matters of gender, sexuality, race, class, or materiality, for instance—against historian attention to the cultural, historical, and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges—and opportunities—multiply further. Critical fidelity to Shakespeare’s times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing, while, at the other extreme, staging the plays with the primary aim of making them “speak to our times” risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: Romeo and Juliet, Henry V, Twelfth Night, Hamlet, Antony and Cleopatra, and A Midsummer Night's Dream. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of performance, and assess a range of recent film and stage productions.
Class Format: seminar
Requirements/Evaluation: based on class participation, several short reading responses, and two longer papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Theatre and English majors, and prospective majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: ENGL Literary Histories A

Fall 2016
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: James Pethica

COMP 291(F) Humor in Classical Arabic Literature
Crosslistings: ARAB 221/COMP 291
In medieval Arabo-Islamic society, littérateurs and scholars were expected to relate knowledge at parties, literary salons, and banquet of the court as well as in their writings in ways that would entertain their audience. From elegant witticisms and irony to crude jokes and mockery, humor played an important role in winning audience approval; it abounds in literature from the classical period. In this class we will read selections from literary (adab) compilations including works such as al-Khattib al-Baghdadi’s Book of Party-Crashing and Party- Crushers, al-Jahiz’s Book of Misers, al-Ibshihi’s The Precious and Refined in Every Genre and Kind, as well as from the poetry of Abu Nuwas and Abu-i-Qasim al-Zahi. All readings in English, although those with Arabic language competency are invited to make comparisons with the original where possible.
Class Format: seminar
Requirements/Evaluation: class participation, 2 short papers, one long research paper, and weekly responses
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Comparative Literature and Arabic Studies Students
Enrollment Limit: 20
Expected Class Size: 15
Distributional Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Kirsten Beck

COMP 292(S) Revolutions and Counter-Revolutions: Narratives from the Arab World, Latin America and the Caribbean (D) (W)
Crosslistings: COMP 292/ARAB 292
This course offers a South-South comparative reading of revolutions and counter-revolutions in the second half of the 20th century in the Arab World, Latin America and the Caribbean. Focusing mostly on novels that depict histories of social movements, post-independence revolutions, indigenous
autonomies, dictatorship, and counter-revolutions, our aim is to investigate narratives of people power vs. absolute power, insurgency vs. neocolonialism, utopias and dystopias. To familiarize students with an alternative, yet foundational, canon of modern Arabic, Latin American and Caribbean literatures, we will focus on novels from the post-Sixties generation in the Arab world and the post-Boom Latin American generation. Questions that we will ask: How do these novels configure narratives of the nation and its fragments? What can we learn about the rise and fall of Communist rebellions in Oman and Cuba? How memories of traumatic lives under dictatorship in Syria and Chile shaped the genre of the political novel? How did novels about the ‘revolution’ contribute to the rise of realist experimental literary movements? In addition to selected films and critical essays, the readings for this course may include novels by the following writers: Sahar Khalifeh, (Palestine), Sonallah Ibrahim (Egypt), Dima Wannous (Syria), Sinan Antoon (Iraq), Zoé Valdés (Cuba), Subcomandante Marcos and Patricia Talbo III (México), Roberto Bolano (Chile), and Luisa Valenzuela (Argentina).

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, three short papers (3-5 pages each), and a final 7- to 10-page expansion and rewrite.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under ARAB

**Auxiliary Course Information:**

**Distribution Requirements:**

Division 1

Exploring Diversity

Writing Intensive

Spring 2017

**SEM Section:** 01  MR 01:10 PM 02:25 PM  Instructor: Amal Eqeil

**COMP 294T (S) Philosophy and Narrative Fiction (W)**

**Crosslistings:** PHIL 294/COMP 294

What is it for a novel, a story, a play or a film to be a philosophical narrative? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder’s Sophie’s World. Milan Kundera tried to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to “get hold of a domain that […] philosophy had kept for itself. There philosophy did not belong; it is a literary form of philosophy.”

**Class Format:** seminar

**Requirements/Evaluation:** this is a reading, writing & viewing intensive class; evaluation will be based on class participation, 5 short response papers (about 800 words each), & two 5 pages long papers

**Extra Info:** the second of which will be due after the end of classes; class attendance and Tuesday evening film screenings are mandatory

**Prerequisites:** none; open to first year students

**Enrollment Preferences:** Philosophy majors and intended majors; students especially interested in film; and by seniority

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distribution Notes:** meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP

**Auxiliary Course Information:**

**Distribution Requirements:**

Division 2

Writing Intensive

**Other Attributes:**

FMST Core Courses

PHIL Contemporary Value Theory Courses

**Not Offered Academic Year 2017**

**SEM Instructor:** Bojana Mladenovic

**COMP 301(S) Sublime Confusion: A Survey of Literary and Critical Theory**

**Crosslistings:** COMP 301/ENGL 301

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining “beauty." But running alongside this is an edgier countermovement that workshops something else—an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxiacially by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature’s exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralism as such itself has a terrifyingly confusing quagmire to it.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to film to intellectual history...
COMP 302T Latino Writing: Literature by U.S. Hispanics (W)
Classlistings: RLSP 306/COMP 302
Writing by U.S. Hispanics constitutes a new voice in American letters. In this tutorial, we will read and discuss work by U.S. Latinos and examine the social backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: Jose Antonio Villarrreal, Tomas Rivera, Richard Rodriguez, Rigoberta Menchú, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carey McWilliams, and Rodolfo Acuña. Given the absence of a critical consensus around these recent titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and the world. The tutorial will examine one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the artistic features and sociocultural content of the assigned reading. Questioning of the presenter, on the part of the second tutee and the tutor, will follow. The course is designed to accommodate both Spanish and English speaking students. A student able to read and speak Spanish will be paired with another student of similar proficiency. Students who neither read nor speak Spanish will be paired together.
Class Format: tutorial
Requirements/Evaluation: five short oral presentations/papers (about 20-25 minutes) and a final longer one (about 40-45 minutes)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: some previous course work in any literature beyond the 100 level is helpful; students selecting the Spanish option for credit toward the Spanish major must have taken at least one 200-level RLSP course or seek permission of the tutor
Enrollment Limit: 10
Distributional Requirements: Division 1
Writing Intensive
Not Offered Academic Year 2017
TUT Instructor: Gene Bell-Villada

COMP 304 Queer of Color Critique: Race, Sex and Urban Life (D)
Classlistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominancy white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but not by means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, trans-disciplinary subcultures, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture
Requirements/Evaluation: mid-term exam, choice of final exam essay or 8-10 page research paper, responses to performance/special events
Prerequisites: none
Enrollment Preferences: Women's Gender & Sexuality Studies majors or prospective majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Exploring Diversity
Not Offered Academic Year 2017
LEC Instructor: Gregory Mitchell

COMP 305(F) Dostoevsky: Context and Interpretation
Classlistings: RUSS 305/COMP 305
This course examines the life and works of Fyodor Dostoevsky in the context of Russian political, cultural and intellectual history. Readings include Dostoevsky's short stories and novellas, such as Poor Folk, The Double, Notes from Underground, The Dream of a Ridiculous Man and his novels Raw Youth, and The Brothers Karamazov. We will situate the spiritual quandaries of his characters in the author's contemporary social paradigm with its ideological schisms. We will also analyze his works from the perspective of various psychological, political and philosophical conceptions of selfhood, agency, and power. Attention will be paid to questions of interpretation as Dostoevsky's theories have given rise to a number of prominent readings, most notably by Mikhail Bakhtin, who have had a lasting influence on literary theory. Key works of literary criticism will be assigned and discussed alongside Dostoevsky's texts. All readings will be in English.
Class Format: seminar
Requirements/Evaluation: active class participation, 3 short papers, and a final research project
Prerequisites: none
Enrollment Preferences: American Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2
Not Offered Academic Year 2017
LEC Instructor: Dorothy Wang

COMP 306 Tolstoy and His Age
Classlistings: RUSS 306/ENGL 388/COMP 307
This course examines the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two major novels, War and Peace and Anna Karenina, as well as a number of shorter works, such as The Kreutzer Sonata and Hadji Murat. We will also examine some of Tolstoy's aesthetic and didactic works. Ultimately, we will develop an understanding of the writer's environment and his impact on the numerous social movements calling for change in the second half of the nineteenth century. All readings will be in English.
Class Format: lecture/discussion
Requirements/Evaluation: active class participation, 3 short papers, and a final research project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: GBST Russian & Eurasian Studies Elective
Not Offered Academic Year 2017
LEC Instructor: Julie Cassidy
Christine Hill. Short theoretical excerpts from Freud, Kracauer, Goffman, Lefebvre, de Beauvoir, Friedan, Debold, Foucault, and Bourdieu. All works not originally in English will be read in English translation.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on two short oral reports on everyday objects and their history, two 3- to 5-page papers, and a 10- to 12-page final paper or creative project

Prerequisites: one 200-level literature course

Enrollment Preferences: Comparative Literature majors

Enrollment Limit: 20

Expected Class Size: 10

Distributional Requirements: COMP; meets Division 2 requirement if registration is under WGSS

Distribution Notes: expected class size 10, distributional requirements: COMP; meets Division 2 requirement if registration is under WGSS

SEM  Instructor: Helga Druxes

COMP 309(S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life

Crosslistings: AFR 302/COMP 309

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

Class Format: seminar

Requirements/Evaluation: evaluation in this course will be based upon class participation, research papers, one 6- to 8-page paper, and a formal class presentation

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under COMP

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2017

SEM  Section: 01  M 07-00 PM 09:40 PM  Instructor: VaNatta Ford

COMP 311 Experimental African American Poetry

Crosslistings: AMST 307/COMP 311/AFR 301/ENSL 327

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

Class Format: seminar

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

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

Enrollment Preferences: American Studies majors

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements:

Division 2

Other Attributes:

AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM  Instructor: Dorothy Wang

COMP 312 Francograpic Islands (D)

Crosslistings: RLFR 312/COMP 312/AFR 312

Utopia, paradise, shipwreck, abandonment, exile, death. Man's fascination and obsession with the island as place of discovery, beauty and imprisonment stretches across the centuries. In this class, we will read French literary and imagined islands alongside islands constructed by Francophone Caribbean, Indian Ocean and non-Western writers in French. What does the island symbolize in individual, community, national, and imperial imaginations? And how does the island become an agent in discussions of gender, race, modernity and history? Readings will include works by Paul Gauguin, Pierre Loti, Aimé Césaire, Michel Tournier, Ananda Devi, Maryse Condé, Patrick Chamoiseau and Edouard Glissant. Conducted in French.

Class Format: tutorial

Requirements/Evaluation: active class participation, weekly response papers, midterm essay and final essay

Prerequisites: open to students who have taken a literature course in RLFR at Williams, or the beginning of instructor

Enrollment Preferences: French majors and certificate candidates, Comparative Literature majors, and Africana Studies concentrators

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Distributional Requirements:

Division 1

Exploring Diversity

Not Offered Academic Year 2017

SEM  Instructor: Katarzyna Pieprzak

COMP 314T Enlightenment and its Discontents (W)

Crosslistings: GERM 306/COMP 314

"Saper aude," declared Immanuel Kant in his essay "What is Enlightenment?" (1784): "Have the courage to make use of your own capacity to reason." Kant's exhortation sums up the mood of the high Enlightenment, a trend in Western thought that gave birth to most of the ideals that we still hold dear: the freedom and universality of reason, the autonomy of the individual, the educative and restorative powers of the nuclear family. Today we are confronted daily with the tensions and gaps hidden inside Enlightenment thinking, in fact, the fissures in the edifice of the Enlightenment were subtly present from the beginning. This course will trace the development of Enlightenment assumptions through German literature and theory. Our reading will move through various stations of the development of Enlightenment thinking, from its most fervent proponents (Kant, Lessing), through those who put it to a severe test (Kleist, Hoffmann, Büchner), to the outright subversion of its premises (Nietzsche, Freud, Kafka). Readings and discussion in German for those who know German, in English for those who do not.

Class Format: tutorial

Requirements/Evaluation: 5-page papers or 2-page written commentaries every other week

Extra Info: may not be taken on a pass/fail basis

Prerequisites: for German students, GERM 201 or the equivalent; for non-German students, one college literature course; not open to first-year students, except with permission of instructor

Enrollment Preferences: German and Comparative Literature students

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 1

Writing Intensive

Not Offered Academic Year 2017

TUT  Instructor: Gail Newman

COMP 316 An American Family and "Reality" Television (W)

Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316

An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.

In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

Class Format: seminar

Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: junior majors, followed by senior majors

Enrollment Limit: 19

Expected Class Size: 14

Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS

Distributional Requirements:

Division 1
COMP 318(F) Twentieth-Century French Novel: From Adversity to Modernity
Crosslistings: RLFR 318/COMP 318

In his futurist novel Paris in the Twentieth Century (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne’s vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopian vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and articulated France’s engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Ernaux, Guibert, Begar, Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jelloun, Djébar. Films to include works by Fassbinder, Annaud, Lloret, Ducastel, Martineau, Tchélin, Charef. Conducted in French

Class Format: seminar
Requirements/Evaluation: active class participation, midterm exam, and two three papers
Prerequisites: a 200-level course; or by placement test; or permission of instructor
Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission; seniors returning from study abroad (in France or other Francophone countries) are particularly welcome
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Brian Martin

COMP 319 Black Migrations: African American Performance at Home and Abroad
Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A

In this course, students will investigate, critique and define the concepts of migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet’s migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham’s dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem. What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan Lori-Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music’s ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA
Distributional Requirements: Division 2

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Rashida Braggs

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

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love’s Bayou and Ho Che Anderson’s King; A Comic Biography, this course illustrates and critiques multiple ways the graphic novel conveys image and word to create and challenge visual and sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing
graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africanas cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 19

Expected Class Size: 19

Dept. Notes: this course is part of the Gaudioso Danger Initiative

Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL

Distributional Requirements: Division

Other Attributes: AFR Core Electives

AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2016

SEM Section: 01  TR 09:55 AM 11:10 AM  Instructor: Rashida Bragg's

COMP 323T Reason, Unreason and Anti-Reason from the Enlightenment to the Third Reich (W)

Crosslistings: GERM 323/COMP 323

From its inception in the eighteenth century, modern German art and thought have professed the nature of human reason. At every turn, the celebration of rationality as triumphing over the irrational has brought with it a resistance to the rational: Lessing's Enlightenment dramas find their counterpart in those of the Sturm und Drang movement; Kleist's preoccupation with reliable justice and predictable happiness can't hide an unblinking knowledge of life's randomness; Freud's search for ultimate knowledge is constantly shadowed by the unknowable; in the acts and "theories" of the Nazis, we see the ultimate horror of rationality reduced to rigid mechanics, in the service of the unthinkable. The course will involve reading closely and writing intensively about texts by, among others, Lessing, Goethe, Kleist, Büchner, Nietzsche, Freud, Kafka, and the Nazi propagandists.

Offered in English or German. Reading, discussion and writing will be in German for German-speakers, in English for non-German speakers.

Class Format: tutorial

Requirements/Evaluation: two seminar meetings with the entire group; five 5-page papers, five 2-page critiques of the partner's papers

Extra Info: may not be taken on a pass/fail basis

Prerequisites: for students taking the tutorial in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Preferences: German or Comparative Literature majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1

Writing Intensive

Not Offered Academic Year 2017

TUT  Instructor: Gail Newman

COMP 325(F) American Social Dramas (W)

Crosslistings: SOC 326/AMST 328/COMP 325/THEA 328

As Shakespeare wrote memorably in As You Like It, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the current post-election, and how social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of his or her choosing.

Class Format: see above

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under SOC or AMST; meets Division 1 requirement if registration is under COMP or THEA

Distributional Requirements: Division 2

Writing Intensive

Fall 2016

SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Christina Simko

COMP 326T(S) Queer Temporalities (W)

Crosslistings: REL 326/LATS 426/WGS 326/COMP 326

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and their relationship to it? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on class attendance, analytical essays, responses, and revised essays

Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper. Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester.

Prerequisites: none

Enrollment Preferences: majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: AMST Space and Place Electives

LATs Core Electives

Spring 2017

TUT Section: 01  TBA  Instructor: Jacqueline Hidalgo

COMP 327 Theory after Postmodernism: New Materialisms and Realism

Crosslistings: REL 327/COMP 327

Since the 1970s much of the academy has labored under a particular form of linguistic skepticism (often called postmodernism or poststructuralism) that is directed at the destruction of stable conceptions of subjectivity and meaning. It is often said that everything is a text and that all knowledge is power. But just as the typewriter has given way to the computer and disco to dubstep, as we exit postmodernity new philosophies are appearing on the conceptual horizon. This course will layout this challenge to postmodernism by exploring the work of contemporary thinkers including Malabou, Quentin Meillassoux and Bernard Stiegler.

While the relevance of these movements to the study of religion will be discussed, this course is intended for students of any major who wish to study critical, political, or philosophical theory.

Class Format: seminar

Requirements/Evaluation: regular participation and attendance, regular short writing assignments, 10- to 15-page final paper

Extra Info: may not be taken pass/fail or fifth course

Prerequisites: none, although prior coursework in critical theory, political theory, or continental philosophy is strongly recommended

Enrollment Preferences: Religion, Philosophy and Comparative Literature majors

Enrollment Limit: 15

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under REL: meets Division 1 requirement if registration is under COMP

Distributional Requirements:
COMP 328(F) California: Myths, Peoples, Places (W)
Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, and wilderness California, as "sprawling multicultural dystopia," and California as "west of the west."
Class Format: seminar
Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under LATS; meets Division 2 requirement if registration is under AMST, ENVI or REL
Distributional Requirements:
Class Format: Writing Intensive
Other Attributes:

SEM Section: 01
TR 09:55 AM 11:10 AM
Instructor: Jacqueline Hidalgo

COMP 329(F) PoliticalRomanticism
Crosslistings: ENGL 322/COMP 329/PSCI 234
What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries' attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature and the philosophy that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. Authors may include Burke, Kant, Rousseau, Wordsworth, Schiller, C. Smith, P.B. Shelley, Hegel, Heine, Marx, and Carl Schmitt.
Class Format: seminar
Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, weekly posts, and general participation
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English, Comparative Lit, German, Political Science majors
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under PS CI
Distributional Requirements:
Other Attributes:
EnGL Criticism Courses
ENGL Literary Histories B

Fall 2016
SEM Section: 01
MR 02:35 PM 03:50 PM
Instructor: Walter Johnston

COMP 330 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Crosslistings: THEA 330/COMP 330/AMST 331
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper's Weekly (Lafacadio Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O'Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose).
Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Britton, When the Levees Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Class Format: seminar
Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 12
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under THEA or COMP; meets Division 2 requirement if registration is under AMST
Distributional Requirements:
Other Attributes:
AMST Arts in Context Electives
AMST Space and Place Electives
FMST Related Courses

Not Offered Academic Year 2017
SEM Instructor: Deborah Brothers

COMP 331T The Brothers Karamazov (W)
Crosslistings: RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.
Class Format: tutorial
Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one 200-level literature class
Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Writing Intensive
Other Attributes:
JLST Interdepartmental Electives

Not Offered Academic Year 2017
TUT Instructor: Julie Cassiday

COMP 333T Narrative Strategies
Crosslistings: ARTS 333/COMP 333
In this tutorial, we will examine the use of narrative in a range of fine art practices, which could include painting, drawing, video, sculpture, installation, public art, and sound art. Students who are interested in telling or referencing stories in their work in some way will be given the opportunity to develop their ideas and skills in a challenging studio class. In addition to intensive projects, we will look at and discuss the work of contemporary artists such as Simpson, Joe Sacco, Lydia Davis, Raymond Pettibon, Todd Solondz, Sophie Calle, Jenny Holzer, and Omer Fast among others. One of the aims of this course is to challenge traditional notions and expectations of narrative. For instance, what could minimally constitute a narrative piece? How do different mediums allow for time to unfold in unexpected ways? How does omission play a powerful role in a narrative? How might the role of the narrator (often so powerful and present in novels and short stories) change in a visual arts context?

This is a studio tutorial with an emphasis on demanding, weekly projects. Students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats. Readings and screenings will be required in addition to tutorial hours

Class Format: studio tutorial with an emphasis on demanding, weekly projects; students will work both in mediums of their choice and be asked to experiment with new, unfamiliar formats; readings and screenings will be required in addition to tutorial hours

Requirements/Evaluation: evaluation based on assignments, studio performance, class participation, and attendance
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: students are required to have taken at least two ARTS 200-level classes in any medium, or permission of instructor
COMP 334 Imagining Joseph (W)  
**Crosslistings:** ANTH 334/COMP 334/JWST 334/REL 334

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar’s wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur’an, as well as the more expansive pleasures of linking post-scriptural expressions together.

**Class Format:** seminar  
**Requirements/Evaluation:** 3- to 5-page weekly response papers; 15-page final paper; class participation

**Enrollment Limit:** 10  
**Expected Class Size:** 10

**Distributional Requirements:**
- Division 1

**Not Offered Academic Year 2017**

**TUT Instructor:** Laylah Ali

COMP 335T Two American Poets: Wallace Stevens and John Ashbery (W)  
**Crosslistings:** AMST 336/ENGL 320/COMP 335

This tutorial focuses on the work of two major American poets who are known for their “difficult” poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) book-end twentieth-century poetry. Stevens is a major Modernist poet, perhaps the most philosophically oriented American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, “Three Travelers Watch a Sunrise”, by Stevens), as well as read their writing on poetry and art. We will discuss the overlaps between Stevens’ and Ashbery’s work and lives—their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of tone, among others—but also the differences: Ashbery’s sexuality, his having lived in France, the supposedly more “avant-garde” nature of Ashbery’s work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their works, of poetic tone, of the link between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry “movements” (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as “What are the politics, implicit and explicit, in their poems?” “What are their views about the United States and American society and culture?” “What assumptions about race, gender and class are embedded in their poetry?” And, always, we will be paying close attention to the question of form and language in Stevens’ and Ashbery’s poetry.

**Class Format:** tutorial  
**Requirements/Evaluation:** typical tutorial format; papers every other week  
**Extra Info:** may not be taken on a pass/fail basis

**Enrollment Limit:** 10  
**Expected Class Size:** 10

**Distributional Requirements:**
- Division 2  
- Writing Intensive  
- Other Attributes: JWST Core Electives  

**Not Offered Academic Year 2017**

**SEM Instructor:** Peter Just
The political stakes of creative expression through interdisciplinary methods. This EDI course will critically engage with diversity from the heterogeneous discourses that universalize human experience and asks: how do we resist performance studies and offer an interdisciplinary approach to scholarship in José Esteban Muñoz. This course will engage foundational texts to studies, including readings by scholars including J.L. Austin, Judith Butler, and performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. Discussions and readings on the performance of everyday life via the work of The Shipment.

This spring course will begin with readings of dramatic literature including Suzan-Lori Park's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipments to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of The Shipment.

The course will involve close readings of theoretical and literary texts, which will be presented in-class participation, partnered presentation, and a final paper. All readings in English.
Requirements/Evaluation: active class participation, frequent short writing assignments, a final project, and an oral presentation

Prerequisites: none

Enrollment Preferences: Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators

Enrollment Limit: 12

Expected Class Size: 10

Discussion Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or GBST

Distributional Requirements: Exploration Diversity

Writing Intensive

Other Attributes: GBST Russian • Eurasian Studies Electives

Not Offered Academic Year 2017

SEM   Instructor: Janneke van de Stadt

COMP 344 From Hermeneutics to Post-Coloniality and Beyond (D)

Crosslistings: REL 304/COMP 344

This course explores and critiques some of the resources offered by "Theory" for making sense of our contemporary situation, focusing on the nature of interpretation and its role in the construction of the self in a global world. We start with Gadamer's hermeneutics, which offers a classical formulation of the philosophy of liberal arts education, stressing the importance of questioning one's prejudices. Although this approach offers important resources for understanding ourselves in a world of cultural differences, it also has limitations, which we explore through the works of Derrida, Foucault and Said. In this way, we question some of the notions central to understanding modernistic submissive such as identity and difference, suggesting some of the difficulties in the ever more important yet problematic project of knowing oneself. We also suggest that representation is not innocent but always implicated in the world of power and its complexities, particularly within the colonial and postcolonial contexts explored by Said. We conclude with a critique of the constructivist paradigm central to this course done from the point of view of cognitive studies and suggest that the future of "Theory" may well be in a dialogue with the emerging mind sciences. This course, which theorizes the possibilities of cross-cultural understanding, is part of the Exploring Diversity Initiative.


Class Format: seminar

Requirements/Evaluation: response papers, case studies and a final essay

Prerequisites: some familiarity with philosophy and/or theory is recommended

Enrollment Limit: 18

Expected Class Size: 18

Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Exploration Diversity

Other Attributes: AMST Critical and Cultural Theory Electives

ENGL Criticism Courses

Not Offered Academic Year 2017

LEC   Instructor: Georges Dreyfus

COMP 345 Museums, Memorials, and Monuments: The Representation and Politics of Memory

In the past 25 years, we have seen an extraordinary boom in museum, memorial and monument building around the world. In this class, we will explore what this growth means to cultural practices of memory and global politics. We will explore questions posed by leading scholars in museum and cultural studies such as: Why is there a "global rush to commemorate atrocities" (Paul Williams)? Why do we live in a "voracious museal culture" and how does this impact our ability to imagine the future (Andrew Huyssen)? We look back at history and recent museum controversies. We will analyze debates surrounding memorials and monuments. In addition to our work on institutions, we will also read a number of novels that claim to do the work of museums (Orhan Pamuk's The Museum of Innocence) and that interrupt processes of memorialization (Amy Waldman's The Submission).

Class Format: seminar

Requirements/Evaluation: response papers, case studies and a final essay

Prerequisites: none

Enrollment Preferences: Comparative Literature majors

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM   Instructor: Katarzyna Pieprzak

COMP 347T Silence, Loss and (Non)Memory in Twentieth-Century Austria (D) (W)

Crosslistings: GERM 331/COMP 347

Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichtar, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's Nazi past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth confessed to in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works.

The tutorial may be taken in German or English. For those who do it in German, all literary readings and at least 3 of the papers will be in German. This tutorial will fulfill the Exploring Diversity Initiative, because it involves a close examination of critical perspectives on the exercise and denial of power, namely complicity in the Holocaust and resistance to acknowledging that complicity. The investigation of Austria's curious combination of guilt and trauma can be extended to our own context; in fact, the Allies in 1944 published a declaration that Austria was the "first victim of Hitler," clearly demonstrating the continuing principle that not looking at the transgressions of oneself and one's own kind is a feature of those in power.

Class Format: tutorial

Requirements/Evaluation: five 5-page papers, one revision, discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: for those taking it in German: GERM 202 or the equivalent, for those taking it in English: lecture on a literature course

Enrollment Preferences: German students, Comparative Literature majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1

Exploring Diversity

Writing Intensive

Not Offered Academic Year 2017

TUT   Instructor: Gail Newman


Crosslistings: AMST 342/COMP 348

We often discuss US history in terms of leaving home: the escape from an old world and the discovery of a new one, the journey from a civilized east to a western frontier, the violent displacement of indigenous peoples and Africans from their native lands. In contrast to these narratives, this course is about staying home. It will explore homes as both actual structures and imaginary places in the work of several nineteenth-century American novelists, poets, and playwrights. We will think about the home as a real space whose walls, windows, and doors organized domestic life—how and when individuals worked, ate, slept, had sex, were enslaved, raised children, cared for the sick, and died—and study the home's functions as a metaphor for big, abstract ideas about privacy and politics, individualism and nationhood, escape and return, freedom and oppression. Through careful examination of fiction and personal narratives, as well as poetry, photographs, and domestic manuals, the class will consider what it meant to be "at home," what it meant to be imprisoned there, and what it meant to run away. The syllabus will include writing by J.H. Banka, Gustave de Beaumont and Alexis de Tocqueville, Emily Dickinson, Frederick Douglass, Charlotte Perkins Gilman, Harriet Jacobs, Herman Melville, Florence Nightingale, Edgar Allan Poe, Jacob Riis, Henry David Thoreau, Mark Twain and Edith Wharton, as well as secondary materials by Gaston Bachelard, Russ Castronovo, Michel Foucault, Diana Fuss, Caleb Smith, and others (decoration).

Class Format: tutorial

Requirements/Evaluation: participation, five to six 5-page tutorial papers, five to six 2-page response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Preferences: Sophomore, Junior, or Senior standing and at least one previous class in American Studies, English, or Comparative literature, or permission of the instructor

Enrollment Limit: 10

Expected Class Size: 8

Distribution Notes: meets Division 2 requirement if registration is under AMST, meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements: Division 2

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COMP 349(S) Max Weber & Critical Theory or Rationalization & Its Discontents
Crosslistings: REL 350/SOC 350/COMP 349
We live in an age characterized by unprecedented technological and scientific progress—we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom—and yet modern life often appears fundamentally meaningless and lacking in ultimate value—we work, we eat, we excrete, we die, perhaps in the interim, shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave rise to this rationalization produced not just mastery over nature, but also "the disenchantment of the world", the dehumanization of the professions, and the secularization of religion. The second half of the course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of thought in psychology, law, sociology, and philosophy. 

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, an oral final presentation, several short writing assignments, a midterm paper and a final paper
Prerequisites: COMP 111 or an equivalent ENGL course or REL 250
Enrollment Preferences: Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1

Other Attributes:
Not offered Academic Year 2017

SEM Instructor: Soledad Fox

COMP 354(F) The Literary Afterlife
Crosslistings: ENGL 319/COMP 354
What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the literary afterlife to religious and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame and eternal salvation. We will study how the sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions—to cheat death, to make a lasting contribution to human culture—but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one's soul? Authors and texts will include Sappho, Ovid, Lucrèce, Ecclesiastes, Augustine, Petrarch, Julian of Norwich, Montaigne, Shakespeare's Hamlet and Richard II, Jonson, Donne, and Milton.

Class Format: seminar
Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentations, thoughtful participation in discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Language exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 1

Other Attributes: ENGL Literary Histories A

Spring 2017
SEM Section: 01 W 01:10 PM-03:50 PM Instructor: Jason Josephson

COMP 350 Cervantes' "Don Quixote" in English Translation
Crosslistings: COMP 350/RLSP 303
A close study of one of the most influential and early European novels. Don Quixote by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has continued to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the Quixote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experiences of religious existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine modern English language translation, and set it in several relevant contexts to better understand its original intellectual horizon—seventeenth-century Spain—as well as the reasons for continuing relevance.

Class Format: seminar
Requirements/Evaluation: active participation, three short papers, and a final project designed in consultation with the instructor
Extra info: may not be taken on a pass/fail basis
Prerequisites: any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor.
Enrollment Preferences: Comparative Literature majors and upperclass students
Enrollment Limit: 30
Expected Class Size: 30
Dept. Notes: does not count toward the major in Spanish
Distributional Requirements: Division 1
Not offered Academic Year 2017
SEM Instructor: Leyla Rouhi

COMP 352 Writing after the Disaster: The Literature of Exile
Crosslistings: COMP 352/JWST 352/RLSP 352
This course will consider different kinds of works (poetry, memoirs, fiction, essays) written by authors forced to live in exile because of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of life or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñez de Reinoso, León, Cernuda, Semprún, Benjamin, Nancy, and Blanchot.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, an oral final presentation, several short writing assignments, a midterm paper and a final paper
Prerequisites: COMP 111 or an equivalent ENGL course
Enrollment Preferences: Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1

Other Attributes:

Fall 2016
SEM Section: 01 TR 11:20 AM-12:35 PM Instructor: Emily Vasiliaskas

COMP 355(S) Contemporary Theatre and Performance
Crosslistings: THEA 345/ENGL 349/COMP 355/AMST 345
As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in theatre and performance today? What are the hot topics? Who are the writers, performers, and directors of our recent past and present? This seminar course will consider both experimental and mainstream drama and performance and mainstream performance and performance primarily in the U.S. from the past twenty years, focusing on topics such as: postmodern performance, theatre of images, auteur-directors, new realism, identity theatre, eco-theatre, performance art, postdramatic theatre, devised performance, virtuosic theatre, immersive theatre, social practice, neo-collectivism, and more. As part of the seminar, students will conduct individual research on selected topics and present their findings through oral reports. We will take a trip to New York to see a show and speak with contemporary theatre makers. Artists and groups concerned may include: The Wooster Group, Richard Foreman, Robert Wilson, Meredith Monk, Edward Albee, Maria Irene Fornes, Sam Shepard, Caryl Churchill, Tony Kushner, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Young Jean Lee, Annie Baker, Branden Jacobs-Jenkins, Quiara Alegria Hudes, Anne Washburn, Elevator Repair Service, Nature Theatre of Oklahoma, The Civilians, and many others. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling right now?"

Class Format: seminar
Requirements/Evaluation: evaluation will be based on written and dramaturgical-based assignments, an oral presentation, as well as in-class discussions and a final creative writing and/or performance project
Prerequisites: an introductory course in THEA, ENGL, ARTH, COMP, or other

Enrollment Preferences: Theatre, Art History English or Comparative Literature majors
Enrollment Limit: 18
Expected Class Size: 16
class Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST.

Distributional Requirements:
Division 1

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Amy Holzapfel

COMP 358(S) Across the Oceans, Across the Seas (D) (W)
Crosslistings: ENGL 358/COMP 358/AFR 358

This course will consider literature that depicts the circulation of peoples and commodities (and often people as commodities) across the world's oceans in the 19th and 20th centuries. We will consider such issues as the microcosm of the ship, the slave trade and the Middle Passage, indentured servitude and the Indian Ocean, the ocean as a space of flux and transformation, and figures such as the maroon, the castaway, the lascar, and the pirate. We will read texts by Herman Melville, Claude McKay, Derek Walcott, Kamau Brathwaite, and Amitav Ghosh. Secondary and theoretical texts will include works by Paul Gilroy, C.L.R. James, Edward Said, and Khal Torabully. The course will contribute to the College's Exploring Diversity Initiative by exploring cultural encounters and transformations in the transitional, transnational space of the world ocean.

Class Format: seminar
Requirements/Evaluation: participation in discussion and in a class blog, and 20 pages of writing distributed over three papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Nasia Anam

COMP 360 The Body as Book: Memory and Reenactment in Dance & Theater
Crosslistings: THEA 360/DANC 303/COMP 360

What does it mean to conceive of the body as a book? This unique interdisciplinary studio/seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, “time is decided, folded and fraught.” Repetition and reenactment are forms of remembering, and performance is often not what disappears but what remains. How do we pass on knowledge in visceral and affective ways? What is a “repertoire”? What are the benefits and risks of continuity over time?

Taught as part of the Books Unbound curricular initiative, and in conjunction with the opening of the Sawyer-Stetson Library, the course will complete a project in which the class “embodies” material, first by exploring stories embodied by individual members of the class, and then by translating them through performance by the collective, culminating in dance/theatre pieces performed in the new library. Over the term, we will also study modern and contemporary American artists, such as: Martha Graham, The Wooster Group, Alvin Ailey, Meredith Monk, Anne Bogart, Ralph Lemon, Elevator Repair Service, Bill T. Jones, Marina Abramovic, Jose Limon, and Suzan-Lori Parks. We will also collaborate with professional artists invited to Williams to create and present dance and theatre pieces in the new library.

Class Format: studio/seminar
Requirements/Evaluation: Evaluation will be based on collaborative-based project work, individual research, writing and final performances
Prerequisites: no prior dance or theatre training is required
Enrollment Preferences: students majoring in Dance, Theatre, American Studies and Art
Enrollment Limit: 14
Expected Class Size: 10
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
STU Instructor: Amy Holzapfel

COMP 362T(S) Story, Self, and Society (W)
Crosslistings: SOC 362/COMP 362

From The Moth to StoryCorps to Williams College’s own Storytime, stories are ubiquitous in contemporary culture. Indeed, sociologists have argued that social life is itself “storytold”—that we locate ourselves within familiar narrative structures, using them to “construct” identities and “tell” our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This tutorial will grapple with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? Specific topics will include illness narratives, confessional culture, digital stories, oral history, and memoir. As a capstone exercise, each student will construct a narrative analysis focused on a memoir of his/her choosing. The course will conclude with a final seminar meeting during which each student will tell a story of his/her own, and we will work together to consider how the theories we have encountered throughout the semester might illuminate our own narratives.

Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week; comments on the partner’s paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under SOC; meets Division 1 requirement if registration is under COMP
Distributional Requirements:
Division 2
Writing Intensive

Spring 2017
TUT Section: T1 TBA Instructor: Christina Simko

COMP 363(F) Thinking Critically: Major Debates in Modern Arab Thought (W)
Crosslistings: ARAB 330/COMP 363

The aim of this course is to introduce students to some of the major debates in Arab intellectual history in the 20th century and the ways in which they have shaped Arabic Studies as a discipline. We will read a range of texts from History, Religion, Politics, Anthropology, Cultural Studies, Literature, Gender, Sexualities and Women Studies, in order to gain a deeper insight into critical debates about nationhood, modernity, post-coloniality, democracy, feminism, social, political and religious movements, Orientalism and post-Orientalism, and the making of modern Arab subjectivities. In addition to a course packet with selected texts and essays, students are required to read the following books: Ibrahim Abu-Rabi’, Contemporary Arab Thought: Studies in Post-1967 Arab Intellectual History (2004), Elizabeth Suzanne Kassab, Contemporary Arab Thought: Cultural Critique in Comparative Perspective (2010) & Tank Sabry, Arab Cultural Studies: Mapping the Field (2012).

Class Format: seminar
Requirements/Evaluation: active class participation, three short papers (3-5 pages), and a final 7- to 10-page expansion and rewrite
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: majors or prospective majors in Arabic Studies and Comparative Literature
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements:
Division 1
Writing Intensive

Fall 2016
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Amal Eteiq

COMP 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism
Crosslistings: RLF/AFR 370/COMP 370

This course will explore relationships between culture and imperialism in France by examining how the colonial “Other” has been conceived, displayed and collected in French museums, world’s fairs and galleries from the 19th century to the present. Through readings in museum history and theory, we will explore the imperial histories of the Louvre and the Musée de l’Homme, the colonial fairs of Paris and the Colonial Exposition of 1931 at the World Fair in Paris and the Musée du Quai Branly, the Institut du Monde Arabe and the Cité nationale de l’histoire de l’immigration. In addition to readings and discussion, the class will engage in a semester-long group project to design a new museum of French history and identity. The group will present all aspects of their museum including location, design, exhibit concept, narrative, and more. This course will be conducted in English. For students seeking RLF credit, select readings will be in French, and written work will be in French.

Class Format: seminar
Requirements/Evaluation: active class participation, response papers, 2 short essays and a final group project
Prerequisites: for students taking the course as RLF: RLF 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites
Enrollment Preferences: French and Comparative Literature majors, and Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RLF, or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
COMP 374 Shadows of Plato's Cave: Image, Screen, and Spectacle

Crosslistings: PSCI 374/COMP 374/ARTH 505

In Book VII of the Republic, Socrates famously asks his interlocutors to picture people living in a cave; bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the Republic's cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphoric) seeing, asking how Plato's approaches to image, politics, and theory/philosophy shape each other.

Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—read both for their resonances with and departures from debates over the Platonic legacy—and case studies in the politics of both military and racial spectacles in the U.S. The question of what is an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord, Friedrich, Goldsby, Josellit, Mitchell, Nightengale, Rodowick, Rogn, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave's considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as The Matrix.

Class Format: seminar
Requirements/Evaluation: regular glow posts and three 7- to 8-page essays or one 20-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor
Enrollment Preferences: majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements:
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Not Offered Academic Year 2017
SEM Instructor: Mark Reinhardt

COMP 375 New Asian American, African American, Native American, and Latina/o Writing (D)

Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403

Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity/body of the writer and read as autobiographical, ethnographic, representative, or exceptional. At the other end of the spectrum, avant-garde writing is seen to concern itself "purely" with formal questions, divorced from the socio-historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant-garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latina/o writers which challenges conceptions about ethnic literature, avant-garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re-think our received notions about literature. Authors to be read include Will Alexander, Shinwéh Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based on either one 16- to 18-page seminar paper or two shorter papers (one 7-8 pages and one 9-10 pages), short response papers, participation, and quizzes.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Preferences: English, Comparative Literature, History and German majors
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 1

Distributional Requirements: Division 2

Other Attributes: AMST Critical and Cultural Theory Electives

ENGL Literary Histories C

ENGL Literary Histories B

Spring 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Walter Johnston

COMP 397 (F) Independent Study: Comparative Literature

Crosslistings: AMST 397/COMP 397

What is an historical event, and how do such events differ from one another? How are historical events remembered? How do they shape the world? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, de Tocqueville, Marx & Engels, Woolf, and Benjamin.

Class Format: seminar
Requirements/Evaluation: three papers (two 6 and one 8-10 page) and weekly posts
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English, Comparative Literature, History and German majors
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 1

Other Attributes: ENGL Literary Histories B

AMST 400-level Senior Seminars

ENGL Literary Histories

ENGL Comparative Race + Ethnic Studies Electives

COMP 380 Literary and Critical Theory in the Twentieth Century

Crosslistings: ENGL 380/ENGL 370

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Poststructuralism, and the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? The course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, De Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

Class Format: seminar
Requirements/Evaluation: attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Preferences: ENGL Literary Histories

Distributional Requirements: Division 1

Other Attributes: ENGL Literary Histories

ENGL Critical Courses

Not Offered Academic Year 2017
SEM Instructor: Christopher Bolton

COMP 395 (S) Signs of History

Crosslistings: ENGL 395/COMP 395/HIST 395

What is an historical event, and how do such events differ from one another? How are historical events remembered? How do they shape the world? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, de Tocqueville, Marx & Engels, Woolf, and Benjamin.

Class Format: seminar
Requirements/Evaluation: three papers (two 6 and one 8-10 page) and weekly posts
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English, Comparative Literature, History and German majors
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 1

Other Attributes: ENGL Literary Histories B
COMP 401(F) Senior Seminar: Stories, Silence, and Power (W)
A study carried out by political scientists at Dartmouth and Exeter confirms the centrality of narrative to our way of understanding the world. “We all have any number of stories we tell ourselves about the world,” they write, “and our dependence on those stories is so strong that we actively resist anything that might turn a fall theme into one of our own.” (qtd in Chronicle of Higher Education 1/27/16)

What kinds of stories become our master narratives? Perhaps more importantly, what is the nature of the hold they have over us? Finally, is it possible to change our master narratives? The seminar will examine all of these questions through close readings of literary texts from multiple traditions, as well as narratological, psychoanalytic, and post-colonial theory.

The course will move from the individual level—including the stories that “hysterical” bodies tell and stories that enact the transmission of trauma across generations—to a larger-group level, including the narratives of superiority that are told in the interest of domination and those that resist them. Finally, we will engage with the silences that exist between the lines of our prevailing stories. Silence can be “holding a secret—a tacit lie;” it can be a “maleness caused by trauma,” or a “silence due to not learning to speak.” It can also be “the only sane response” to catastrophe, or a silence that exists “so that the un-said can be” (John Muller, personal communication).

Isak Dinesen famously wrote, “Where does one read a deeper tale than on the perfectly printed page of the most precious book? Upon the blank page.”

Class Format: seminar
Requirements/Evaluation: active participation in discussion, some short writing assignments, and a 5-page conference paper that will be revised into a 10-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one 300- or 400-level literature course
Enrollment Preferences: Comparative Literature majors
Enrollment Limit: 16
Expected Class Size: 10
Distributional Requirements: Division 1 Writing Intensive

Fall 2016
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Gail Newman

COMP 402 Before We Were Queer: Gay and Lesbian Lives before 1990 (D)
Crosslistings: WGSS 404/COMP 402
Reclaimed by activists in the 1990s as an expression of defiance and pride, the word queer has come to be identified with a wide range of lesbian, gay, bisexual, and transgender identities, as well as entire fields of intellectual theory, popular culture, and political engagement. The past 25 years of queer studies, media, and activism (1990-2015) have led to unprecedented visibility and great advances for many LGBT people, especially in North America and Western Europe; from breakthroughs in the treatment of HIV/AIDS, to victories for Gays in the Military, Employment Non-Discrimination, and Marriage in 16 US states and another 16 countries around the world. For many, however, this new era of queer life during the past 2 decades has eclipsed the time before, when those who were pejoratively labeled as queer struggled with homophobic discrimination, isolation, and violence, by seeking one another out in major cities, specific neighborhoods, underground bars, and in the narrative spaces of novels and films. As a result, many young people born after 1990 are largely unaware of these struggles that predate their lives, the internet, and social media, and several LGBT leaders worry that this has left many 18-25 year olds with a false sense of security, a decreasing interest in political engagement, alarming new rates of sexually transmitted infections, and a growing disinterest in queer social spaces beyond the virtual. In this course, we will explore the literary, cinematic, and cultural history of gay and lesbian lives before the 1990s, and consider what has been gained and lost.

Topics to include the early twentieth-century isolation of the closet, (1890s-1950s), the formation of clandestine gay and lesbian communities during and after World War II (1940s-60s), the Stonewall riots and the first decade of Gay Liberation (1969-1979), and the devastating losses and community responses to AIDS (1979-1995). For its critical engagement with cultural diversity, comparative investigation of gender, sexuality, and ethnicity, and historical analysis of queer identities, this course fulfills the goals of the Exploring Diversity Initiative.

Class Format: seminar
Requirements/Evaluation: active participation, two short papers, an oral presentation, and a final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: WGSS 101 or 202, or another 200-level or 300-level course in WGSS, COMP, HIST, ENGL, or AMST, or other courses focusing on gender and sexuality. Email Prof. Martin (bmartin@williams.edu) to inquire
Enrollment Preferences: Women's Gender & Sexuality Studies and Comparative Literature majors, as well as History, English, and American Studies majors. Other sophomores, juniors, and seniors may email Prof Martin (bmartin@williams.edu) and explain your interest in the course
Enrollment Limit: 16
Expected Class Size: 16
Dept. Notes: Senior seminar for WGSS listing only; is not a Senior seminar credit if taken under COMP

COMP 403(F) Topics in Advanced Arabic I: Contemporary Arab Cinema
Crosslistings: ARAB 401/COMP 403
The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

Class Format: lecture
Requirements/Evaluation: essays, presentations, final paper, exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARAB 302
Enrollment Limit: none
Expected Class Size: 5
Distribution Notes: meets Division 1 requirement if registration is under ARAB
Distributional Requirements: Division 1
Other Attributes: FMST Core Courses

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Lama Nassif

COMP 410(F) Black Literary and Cultural Theories
Crosslistings: AMST 410/COMP 410/ENGL 410/AFR 410
This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Ngritude, Pan-Africanism, the Black Arts Movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetics.

Class Format: seminar
Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: AMST majors
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives

Fall 2016
SEM Section: 01 T 01:10 PM 03:50 PM Instructor: Dorothy Wang
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some experience with HIST courses preferred
Enrollment Preferences: History majors; Comp lit majors; Asian Studies Majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distribution Notes: meets division 1 requirement if registration is under COMP; meets division 2 requirement if registration is under HIST or ASST
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern
Not Offered Academic Year 2017
SEM Instructor: Aparna Kapadia

COMP 465 Race and Abstraction
Crosslistings: AMST 465/AFR 362/COMP 465/ENGL 326
Minority artists—writers and visual artists mainly and, to a lesser degree, musicians—face a difficult "double bind" when creating works of art. the expectation is that they, like their racially marked bodies, will exhibit their difference by means of concrete signifiers (details, tropes, narratives, themes) of racial difference. Thus, the work is judged primarily in terms of its embodied sociological content (material, empirical) and not by "abstract" standards of aesthetic subtlety, philosophical sophistication, and so on. At the same time, in the popular and academic imaginary, minority subjects and artists poets occupy a single abstract signifying category—homogeneous, undifferentiated, "other," marginalized, non-universal—while racially "unmarked" (white) artists occupy the position of being universal and individual at once. The irony, of course, is that, say, an African American poet's being read as an abstract signifier does not mean that the black subject or writer is seen as capable of engaging in abstract ideas. This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei-mei Benssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Cecil Taylor—as well as critics. We will pay particular attention to formally experimental works. This course will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, John Keene, Mei-mei Benssenbrugge, John Yau, Cecil Taylor, David Hammons, and Yoko Ono—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar
Requirements/Evaluation: two papers (one 6-8 pages and the other 10-12 pages), in-class presentation, brief response papers, and class participation
Prerequisites: none if registering under AMST, AFR, or COMP, though a previous lit, art or music class would be helpful; if registering under ENGL, 100-level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam required
Enrollment Limit: 13
Expected Class Size: 13
Distributional Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements:
Division 2
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars

Not Offered Academic Year 2017
SEM Instructor: Dorothy Wang

COMP 493(F) Senior Thesis: Comparative Literature
Comparative Literature senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements:
Division 1

Fall 2016
HON Section: 01 TBA Instructor: Christopher Nugent

COMP 494(S) Senior Thesis: Comparative Literature
Comparative Literature senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements:
Division 1

Spring 2017
HON Section: 01 TBA Instructor: Christopher Nugent

COMP 497(F) Independent Study: Comparative Literature
Comparative Literature 400-level independent study.
Class Format: independent study
Distributional Requirements:
Division 1

Fall 2016
IND Section: 01 TBA Instructor: Christopher Nugent

COMP 498(S) Independent Study: Comparative Literature
Comparative Literature 400-level independent study.
Class Format: independent study
Distributional Requirements:
Division 1

Spring 2017
IND Section: 01 TBA Instructor: Christopher Nugent

COMPUTER SCIENCE (DIV III)
Chair: Associate Professor BRENT HEERINGA


Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible; the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students’ interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

MAJOR REQUIREMENTS

Required Courses in Computer Science
A minimum of 8 courses is required in Computer Science, including the following:

Introductory Courses
Computer Science 134 Introduction to Computer Science
Computer Science 135 Diving into the Deluge of Data
Computer Science 136 Data Structures and Advanced Programming

Core Courses
Computer Science 237 Computer Organization
Computer Science 256 Algorithm Design and Analysis
Computer Science 334 Principles of Programming Languages
Computer Science 361 Theory of Computation

Elective Courses
Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. At least one of these must be a course designated as a PROJECT COURSE. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

Required Courses in Mathematics
Mathematics 200 Discrete Mathematics
and any other Mathematics or Statistics course at the 200-level or higher
Students considering pursuing a major in Computer Science are urged to take Computer Science 134 or 135 and to begin satisfying their mathematics requirements early. Note in particular that Discrete Mathematics covers material complementing that in the introductory courses (Computer Science 134/135 and 136) and is a prerequisite for many advanced courses.

Students who take Computer Science 102T, 107, or 109 may use that course as one of the two electives required in Computer Science. Those who count Computer Science 109 toward the major must select an elective different from Computer Science 371 (Computational Graphics) for their project course. Computer Science 102T, 107, 109, 134, and 135 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must normally have completed Computer Science 136 as well as Discrete Mathematics by the end of the sophomore year. A second Mathematics course at the 200-level or higher must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

All computer science majors must attend at least twenty Computer Science Colloquia. Juniors and seniors are encouraged to attend at least five during each semester they are present on campus.

With the advance permission of the department, two appropriate mathematics or statistics courses may be substituted for one Computer Science elective. Appropriate mathematics classes are those numbered 300 or above, and appropriate statistics courses are those numbered 200 or above. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

LABORATORY FACILITIES

The Computer Science Department maintains two departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

THE DEGREE WITH HONORS IN COMPUTER SCIENCE

The degree with honors in Computer Science is awarded to students who have demonstrated outstanding intellectual achievement in a program of study extending beyond the requirements of the regular major. The principal considerations in recognizing a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor 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 consists of Computer Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis that is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in the spring of the senior year.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on the promise that the student will complete the necessary units of honors work. 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.

INTRODUCTORY COURSES


Computer Science 134 and 135 provide an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 and 135 together with Computer Science 136, are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 or 135 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider electing Computer Science 102 (The Socio-Techno Web, 107 Creating Games, or 109 The Art and Science of Computer Graphics).

Students with significant programming experience should consider electing Computer Science 136 (see “Advanced Placement” below). Students are always welcome to contact a member of the department for guidance in selecting a first course.

STUDY ABROAD

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence as one of the two electives for the major in Computer Science. Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science. You can find general study away guidelines for Computer Science here.

ADVANCED PLACEMENT

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java.

PLANS OF STUDY FOR NON-MAJORS

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department’s curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses and one course in discrete mathematics.

There are several sequences of courses appropriate for those primarily interested in the applications of computer science to other fields. For general programming, Computer Science 134 or 135 followed by 136 and 256 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students taking these courses are encouraged to take Computer Science 134 or 135 at a minimum, and should also consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 or 135 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences. For students requiring more expertise in the techniques of computer graphics, Computer Science 136 and 371 could be added to form a four-course sequence.

The options, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department’s faculty.

GENERAL REMARKS

Divisitional Requirements

All Computer Science courses may be used to satisfy the Division III distribution requirement.

Alternate Year Courses

Computer Science 102T, 107, 109, 205, 336T, 337T, 339, 354, 356T, 371, 372, 373, 374T, 432, and 434T are each normally offered every other year. All other Computer Science courses are normally offered every year.

Course Numbering

Thereto course numbers 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

Course Descriptions

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available at http://www.cs.williams.edu/.

Courses Open on a Pass-Fail Basis

Students taking a Computer Science 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 pass-fail. Students who have taken courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

CSCI 102T The Socio-Techno Web (Q)
This course introduces many fundamental concepts in computer science by examining the social aspects of computing. As more and more people use the technologies and services available via the Internet, online environments like Facebook, Amazon, Google, Twitter, and blogs are flourishing. However, several of the problems related to security, privacy, and trust that exist in the real world transfer and become amplified in the virtual world created by the ubiquity and pervasiveness of the Internet. In this course, we will investigate how the social, technological, and natural worlds are connected, and how the study of networks sheds light on these connections. Topics include the structure of the Social Web and networks in general; issues such as virtual identity, personal and group privacy, trust evaluation and propagation, and online security, and the technology, economics, and politics of Web information and online communities. No background in computer science or programming is required or expected.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on tutorial discussions, presentations, problem sets and labs, a midterm exam, and a final project or paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course
Enrollment Limit: 10
Expected Class Size: 10

Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: SCST Related Courses

Not Offered Academic Year 2017

TUT Instructor: Jeannie Albrecht

CSCI 107(S) Creating Games (Q)
Crosslistings: CSCI 107/ARTS 107
The game is unique as the only broadly-successful interactive art form. Games communicate the experience of embodying a role by manipulating the player's own decisions, abstraction, and discrete planning. Those three elements are the essence of computation, which makes computer science theory integral to game design. Video games also co-opt programming and computer graphics as new tools for the modern artist. As a result, games are collaborative interdisciplinary constructs that use computation as a medium for creative expression. Students analyze and extend contemporary video and board games using the methodology of science and the language of the arts. They explore how computational concepts like recursion, state, and complexity apply to interactive experiences. They then synthesize new game elements using mathematics, programming and both digital and traditional art tools. Emphasis is on the theory of design in modern European board games. Topics covered include experiment design, gameplay balance, minimax, color theory, pathfinding, game theory, composition, and computability.
Class Format: lecture and studio
Requirements/Evaluation: evaluation will be based on participation, studio work, and quizzes
Prerequisites: none; no programming or game experience is assumed
Enrollment Preferences: first-year students
Enrollment Limit: 19
Expected Class Size: 19

Dept. Notes: not open to students who completed a Computer Science course numbered 136 or above; does not count toward the Art Major
Materials Fee: fee of $25 will be added to the student term bill
Distribution Notes: meets Division 3 requirement if registration is under CSCI; meets Division 1 requirement if registration is under ARTS
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: FMST Core Courses

Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Morgan McGuire
LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Morgan McGuire

CSCI 109(F) The Art and Science of Computer Graphics (Q)
This course provides an opportunity to develop an understanding of the theoretical and practical concepts underlying 2- and 3-dimensional computer graphics. The course will emphasize hands-on studio/laboratory experiences with student work focused around completing a series of projects. Students will experiment with modeling, color, lighting, perspective, and simple animation. As the course progresses, computer programming will be used to control the complexity of the models and their interactions. Lectures, augmented by guided viewings of state-of-the-art computer generated and enhanced images and animations, will be used to deepen understanding of the studio experience.
Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on progress in project work and two examinations
Prerequisites: this course is not open to students who have successfully completed a CSCI course numbered 136 or above
Enrollment Preferences: first-year students and sophomores who have not previously taken a computer science course
Enrollment Limit: 36
Expected Class Size: 36

Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: FMST Related Courses

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Duane Bailey
LAB Section: 02 R 01:00 PM 02:25 PM Instructor: Duane Bailey
LAB Section: 03 R 02:35 PM 04:00 PM Instructor: Duane Bailey

CSCI 134(F,S) Introduction to Computer Science (Q)
This course introduces fundamental ideas in computer science and builds skills in the design, implementation, and testing of computer programs. Students implement algorithms in the Java programming language with a strong focus on constructing correct, understandable, and efficient programs. Students explore the material through specific application and abstract problems. Covered include object-oriented programming, control structures, arrays, recursion, and event-driven programming. This course is appropriate for all students who want to create software and have little or no prior computing experience. More details are available on the department website, http://www.cs.williams.edu

Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on weekly assignments, first three homework assignments will be due on the first three Fridays of the semester
Prerequisites: none, except for the standard prerequisites for a (Q) course; previous programming experience is not required
Enrollment Preferences: first year students and sophomores
Enrollment Limit: 30

Expected Class Size: 30

Dept. Notes: students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses
COGS Interdepartmental Electives

Fall 2016
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructors: Stephen Freund, Andrea Danyluk
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructors: Andrea Danyluk, Stephen Freund
LAB Section: 03 M 07:00 PM 10:00 PM Instructors: Stephen Freund, Andrea Danyluk
LAB Section: 04 T 01:00 PM 04:00 PM Instructors: Andrea Danyluk, Stephen Freund
LAB Section: 05 T 08:30 AM 11:20 AM Instructors: Andrea Danyluk, Stephen Freund

Spring 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Thomas Murtagh
LEC Section: 02 MWF 10:00 AM 10:50 AM Instructor: Thomas Murtagh
LAB Section: 03 T 01:00 PM 04:00 PM Instructor: Thomas Murtagh
LAB Section: 04 M 07:00 PM 10:00 PM Instructor: Thomas Murtagh
LAB Section: 05 M 01:00 PM 04:00 PM Instructor: Thomas Murtagh

CSCI 135(F,S) Diving into the Deluge of Data (Q)
We are surrounded by information: weather forecasts, twitter feeds, restaurant reviews, stock market tickers, music recommendations, among others. This course introduces fundamental computational concepts for representing and manipulating data. Using the programming language Python, this course explores effective ways to organize and transform information in order to solve problems. Students will learn to design algorithms to search, sort, and manipulate data in application areas like text and image processing, social networks, scientific computing, databases, and the World Wide Web. Programming topics covered include object-oriented and functional programming, control structures, types, recursion, arrays, lists, streams, and dictionaries. This course is appropriate for all students who want to create software and learn computational techniques for manipulating and analyzing data. More details are available on the department website, http://www.cs.williams.edu

Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on weekly assignments, programming projects, and examinations
Prerequisites: some experience programming in any computer language; not open to students who have successfully completed CSCI 134 or above
Enrollment Preferences: first year and sophomore students
Enrollment Limit: 30

Expected Class Size: 30

Dept. Notes: students with substantial prior programming experience should discuss appropriate course placement with members of the department; this course may be taken in place of CSCI 134 & fulfills a CSCI 134 prerequisite for other courses
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Fall 2016
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Brent Heeringa
LEC Section: 02 MWF 11:00 AM 11:50 AM Instructor: Bill Jannen
LAB Section: 03 M 01:00 PM 02:25 PM Instructor: Brent Heeringa
LAB Section: 04 M 02:35 PM 04:00 PM Instructor: Brent Heeringa
Spring 2017

LEC Section: 01  MW 12:00 PM 12:50 PM  Instructor: Jon Park
LEC Section: 02  MW 11:00 AM 11:50 AM  Instructor: Duane Bailey
LAB Section: 03  M 01:00 PM 02:25 PM  Instructor: Jon Park
LAB Section: 04  M 02:35 PM 04:00 PM  Instructor: Jon Park
LAB Section: 05  T 06:30 AM 09:50 AM  Instructor: Duane Bailey
LAB Section: 06  T 10:00 AM 11:20 PM  Instructor: Duane Bailey

CSCI 136(F,S) Data Structures and Advanced Programming (Q)
This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.
Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on programming assignments, homework and/or examinations
Prerequisites: CSCI 134 or equivalent; MATH 200 is recommended, but not required
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 36-F 48-S
Expected Class Size: 36-48

Fall 2016

LEC Section: 01  MW 10:00 AM 10:50 AM  Instructor: William Lenhart
LEC Section: 02  MW 09:00 AM 09:50 AM  Instructor: William Lenhart
LAB Section: 03  W 12:00 PM 02:00 PM  Instructor: William Lenhart
LAB Section: 04  W 02:00 PM 04:00 PM  Instructor: William Lenhart

Spring 2017

LEC Section: 01  MW 10:00 AM 10:50 AM  Instructor: Bill Jannen
LEC Section: 02  MW 09:00 AM 09:50 AM  Instructor: Morgan McGuire
LAB Section: 03  R 01:00 PM 04:00 PM  Instructor: Bill Jannen
LAB Section: 04  W 01:00 PM 04:00 PM  Instructor: Morgan McGuire

CSCI 205 Cinematography in the Digital Age (D)
Crosslistings: ENGL 203/CSCI 205/ARTH 205
In this course we study the language of modern cinema as shaped by two forces. The first is the aesthetics of cinematic authorship, as contributed by many cultures. The second is digital film production, which has proved both empowering and constraining. The modern filmmaker succeeds only through understanding both forces. The structure of the course is similar to a writing workshop. We begin with close reading of isolated scenes from influential films, which we compare and critique in writing and discussion. We augment this with cinematic and image processing theory, solidified through experiments in Photoshop and Premiere that reveal how digital technology shapes a director's choices. We then create our own short scenes using these tools and consumer video recorders. We refine our film fragments in the context of group critique. Topics covered include: framing and composition, pace, storyboarding, blocking, lighting, transitions, perspective, sensors, quantization, compression, visual effects, Internet streaming, and color spaces. Studied films include those by Georges Méliès, Stanley Kubrick, Joris Ivens, Barbara Kopple, Martin Scorsese, Sarah Polley, Orson Welles, David Lynch, Fritz Lang, Michael Haneke, Hayao Miyazaki, Spike Lee, Sophia Coppola, and Ken Burns. This course explores diversity through comparative study of how different cultures variously render similar themes, and through a larger investigation of film's ability to make audiences identify with potentially alien points of view.
Class Format: studio
Requirements/Evaluation: video production activity, computational exercises in Photoshop, script and storyboarding exercises, participation in discussions, and essays
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100 level English course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate; or permission of instructor
Enrollment Preferences: sophomores; Computer Science and English majors
Enrollment Limit: 36
Expected Class Size: 30
Distribution Notes: meets Division 1 requirement if registration is under ENGL or ARTH; meets Division 3 requirement if registration is under CSCI
Distributional Requirements: Division 1
Exploring Diversity
Other Attributes: FMST Core Courses

Spring 2017

LEC Section: 01  MW 10:00 AM 10:50 AM  Instructor: Jon Park
LEC Section: 02  MW 09:00 AM 09:50 AM  Instructor: Morgan McGuire
LAB Section: 03  R 01:00 PM 04:00 PM  Instructor: Bill Jannen
LAB Section: 04  W 01:00 PM 04:00 PM  Instructor: Morgan McGuire

CSCI 315T Computational Biology (Q)
Crosslistings: PHYS 315/CSCI 315
This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.
Class Format: lab three hours per week plus weekly tutorial meeting
Requirements/Evaluation: evaluation will be based on weekly programming assignments, problem sets, a few quizzes and a final project
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor
Enrollment Preferences: based on seniority
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: BGNP Recommended Courses

Not Offered Academic Year 2017
Experience for the Genomics, Proteomics, and Bioinformatics program, What can computational biology teach us about cancer? In this capstone colon tumor cells.

Mass spectrometry will be used to study networks of interacting proteins in modeling of protein network dynamics in single cells. Flow cytometry and Proteomic analysis will introduce the students to de novo structural prediction aberrantly altered by siRNA knockdown of putative regulatory components. Colon cancer cell lines, students will uncover regulatory mechanisms that are techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken CSCI 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken CSCI 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2016

LEC Section: 01  W 12:25 PM 01:00 PM Instructor: Lois Banta

LAB Section: 02  WR 01:00 PM 04:00 PM Instructor: Lois Banta

LAB Section: 03  Canceled

CSCI 326 Software Methods (Q)

Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; software architectures: concurrent, parallel, and scalable systems design; testing and debugging; and performance evaluation.

Class Format: lectures

Requirements/Evaluation: homework, programming assignments, group work, presentations, exams

Prerequisites: CSCI 136 and 237

Enrollment Preferences: current or expected Computer Science majors; those who have not yet taken a project course

Enrollment Limit: 18

Expected Class Size: 18

Distributional Requirements: Division 3 Quantitative/Formal Reasoning

CSCI 336(S) Principles of Programming Languages (Q)

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the process of functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on weekly problem sets and programming assignments, a midterm examination and a final examination

Prerequisites: CSCI 136

Enrollment Preferences: current or expected Computer Science majors

Enrollment Limit: 40

Expected Class Size: 40

Distributional Requirements: Division 3 Quantitative/Formal Reasoning

CSCI 337(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q)

Crosslistings: BIOL 319/MATH 319/CHM 319/PHYS 319/CSCI 319

What can computational biology teach us about cancer? In this capstone colon tumor cells.

Mass spectrometry will be used to study networks of interacting proteins in modeling of protein network dynamics in single cells. Flow cytometry and Proteomic analysis will introduce the students to de novo structural prediction aberrantly altered by siRNA knockdown of putative regulatory components. Colon cancer cell lines, students will uncover regulatory mechanisms that are techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

Class Format: two afternoons of lab, with one hour of lecture, per week

Requirements/Evaluation: lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

Prerequisites: BIOL 202; students who have not taken BIOL 202 but have taken CSCI 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

Enrollment Preferences: seniors, then juniors, then sophomores

Expected Class Size: 12

Dept. Notes: does not satisfy the distribution requirement in the Biology major

Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC

Spring 2017

LEC Section: 01  TR 09:55 AM 11:10 AM Instructor: Stephen Freund

CSCI 336T Computer Networks (Q)

This course explores the design and implementation of computer networks. Topics include wired and wireless networks; techniques for efficient and reliable transmission of data; addressing schemes and routing mechanisms; resource allocation for bandwidth sharing; and security issues. An important unifying themes is the distributed nature of all network problems. We will examine the ways in which these issues are addressed by current protocols such as IP and 802.11 WiFi.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets, programming assignments, and midterm and final examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 and 237

Enrollment Preferences: current or expected Computer Science majors

Enrollment Limit: 24

Expected Class Size: 24

Dept. Notes: project course

Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2017

TUT  Instructor: Thomas Murtagh

CSCI 337T Digital Design and Modern Architecture (Q)

This tutorial course considers topics in the low-level design of modern architectures. Course materials will review problems of designing effective architectures including instruction-level parallelism, branch-prediction, caching strategies, and advanced ALU design. Readings will be taken from recent technical literature. Labs will focus on the development of custom CMOS circuits to implement projects from gates to bit-sliced ALUs. Final group projects will develop custom logic demonstrating concepts learned in course meetings.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on microprocessor design projects, participation in tutorial meetings, and examinations

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 237

Enrollment Preferences: current or expected Computer Science majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2017

TUT  Instructor: Duane Bailey

CSCI 339 Distributed Systems (Q)

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

Class Format: lecture/laboratory

Requirements/Evaluation: evaluation will be based on homework assignments, programming projects, and exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

Enrollment Preferences: current or expected Computer Science majors

Enrollment Limit: 30

Expected Class Size: 30

Dept. Notes: project course

Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC  Instructor: Jeannie Albrecht

CSCI 356T(F) Advanced Algorithms (Q)

This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems, linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.

Class Format: tutorial
CSCI 361(F) Theory of Computation (Q)
Crosslistings: CSCI 361/MATH 361
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

CSCI 371(F) Computational Graphics (Q)
PhotoShop, medical MRIs, video games, and movie special effects all programmatically create and manipulate digital images. This course teaches the fundamental techniques behind these applications. We begin by building a mathematical model of the interaction of light with surfaces, lenses, and images. We then study the data structures and the processor architectures that allow us to efficiently evaluate that physical model. Students will complete a series of programming assignments for both photorealistic image creation and real-time 3D rendering using C++, OpenGL, and GLSL. These assignments culminate in a multi-week final project. Topics covered in the course include: projective geometry, ray tracing, bidirectional surface scattering functions, binary space partition trees, matting and compositing, shadow maps, cache management, and parallel processing on GPUs.

CSCI 374T(F) Machine Learning (Q)
This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a branch of Artificial Intelligence that aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including decision tree learning, support vector machines, and neural networks), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory.

CSCI 375(F,S) Natural Language Processing (Q)
Natural language processing is a branch of computer science that studies how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Uncertainty and probabilistic reasoning, Bayesian networks, and Automated Learning.

CSCI 377(F,S) Artificial Intelligence (Q)
Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Uncertainty and probabilistic reasoning, Bayesian networks, and Automated Learning.
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Fall 2016
LEC Section: 01  MWF 10:00 AM 10:50 AM  Instructor: Johan Boye

Spring 2017
LEC Section: 01  MWF 10:00 AM 10:50 AM  Instructor: Johan Boye

CSCI 397(F) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements:
Division 3

Fall 2016
IND Section: 01  TBA  Instructor: Brent Heeringa

CSCI 398(S) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements:
Division 3

Spring 2017
IND Section: 01  TBA  Instructor: Brent Heeringa

CSCI 432(S) Operating Systems (Q)
This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.
Class Format: lecture/laboratory
Requirements/Evaluation: evaluation will be based on several implementation projects that will include significant programming, as well as written homework and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 237 and either CSCI 256 or 334
Enrollment Preferences: current or expected Computer Science majors
Enrollment Limit: 24
Expected Class Size: 24
Dept. Notes: project course
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Spring 2017
LEC Section: 01  MR 01:10 PM 02:25 PM  Instructor: Jeannie Albrecht
Section: 02  TR 11:20 AM 12:35 PM  Instructor: Jeannie Albrecht

CSCI 434T(F) Compiler Design (Q)
This tutorial covers the principles and practices for the design and implementation of compilers and interpreters. Topics include all stages of the compilation and execution process: lexical analysis; parsing; symbol tables; type systems; scope; semantic analysis; intermediate representations; run-time environments and interpreters; code generation; program analysis and optimization; and garbage collection. The course covers both the theoretical and practical implications of these topics. As a project course, students will construct a full compiler for a simple object-oriented language.
Class Format: tutorial
Requirements/Evaluation: evaluation will be based on presentations, problem sets, a substantial implementation project, and two exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: CSCI 237 and 361 (concurrent enrollment is acceptable); CSCI 334 is recommended, but not required
Enrollment Preferences: current or expected Computer Science majors
Enrollment Limit: 10
Expected Class Size: 10
Dept. Notes: project course
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Fall 2016
TUT Section: T1  Cancelled
LAB Section: T2  Cancelled

CSCI 493(F) Research in Computer Science
This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.
Class Format: independent study

Requirements/Evaluation: evaluation will be based on class participation, presentations, and the final written report
Enrollment Preferences: open to senior Computer Science majors with permission of instructor
Dept. Notes: this course (along with CSCI 494 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors
Distributional Requirements:
Division 3

Fall 2016
HON Section: 01  TBA  Instructor: Brent Heeringa

CSCI 494(S) Senior Thesis: Computer Science
Class Format: independent study
Requirements/Evaluation: evaluation will be based on class participation, presentations, and the final written report
Prerequisites: CSCI 493
Enrollment Preferences: open to senior Computer Science majors with permission of instructor
Distributional Requirements:
Division 3

Spring 2017
HON Section: 01  TBA  Instructor: Brent Heeringa

CSCI 497(F) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements:
Division 3

Fall 2016
IND Section: 01  TBA  Instructor: Brent Heeringa

CSCI 498(S) Independent Reading: Computer Science
Directed independent reading in Computer Science.
Class Format: lecture/laboratory
Prerequisites: permission of department
Distributional Requirements:
Division 3

Spring 2017
IND Section: 01  TBA  Instructor: Brent Heeringa

CONTRACT MAJOR
Contract Major Advisor: RASHANDA BOOKER

Students with the talent and energy for working independently and with the strong support of two primary faculty sponsors 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 the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level and culminates in a synthesis similar to a senior major course. Hence, a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course. The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or two majors, or simply by working outside a major field in courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing departmental and interdepartmental majors and programs, it cannot be pursued in conjunction with another major.

Students who wish to explore or propose a Contract Major should consult with the Contract Major Advisor and with potential faculty sponsors as early as possible in the fall semester of the sophomore year, and then—during the sophomore year—follow these procedures:

1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student’s senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student’s major department, they are expected to play an important role in the Contract Major.

2) The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Dean’s Office) which should contain:
   a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).

   Students with the talent and energy for working independently and with the strong support of two primary faculty sponsors 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 the faculty in residence and cannot consist of minor modifications to an existing major. A Contract Major also must conform to the structure and have the coherence of a departmental or program major—i.e., it must embody a disciplined cumulative study that moves from an elementary to an advanced level and culminates in a synthesis similar to a senior major course. Hence, a Contract Major usually consists of a program of existing courses, sometimes supplemented by courses of independent study and the senior course. The process of constructing a proposal for a Contract Major is both interesting and demanding. As part of that process, students should consider carefully the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same field. Students might also consider whether their interests could be met by completing a regular major and coordinate program, or two majors, or simply by working outside a major field in courses of special interest. Because the Contract Major represents an exceptional opportunity provided for students whose interests cannot be met through existing departmental and interdepartmental majors and programs, it cannot be pursued in conjunction with another major.

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1) The student must initiate discussion with at least two members of the faculty from differing departments who expect to be in residence during the student’s senior year and who are willing to endorse the Contract Major and undertake a central role in supervising its implementation, criticism, evaluation, and ultimate validation. Since in essence faculty sponsors substitute for the student’s major department, they are expected to play an important role in the Contract Major.

2) The student must develop, in conjunction with the faculty sponsors, a written proposal (forms and guidelines are available in the Dean’s Office) which should contain:
   a) a description of the proposed major area of study and an explanation of the reasons for proposing the Contract Major. A sound and persuasive rationale for the major is crucial for obtaining approval from the Committee on Educational Policy (C.E.P.).
b) a list of all courses in the proposed major and an explanation for each course choice. A minimum of nine semester courses, one of which must be designated the senior major course (and taken during the senior year), must be completed for a Contract Major. Normal rules governing course grades and grade point average apply for entry into and continuation in a Contract Major.

c) a list of other courses taken or anticipated to meet College distribution requirements, including grades received in courses already completed.

d) a list of completed courses toward a backup major(s) in case the contract major is not approved.

3) No later than mid-November, the student must meet with the Contract Major Advisor to discuss and further develop the proposal.

4) By the end of the second week of spring semester classes, the student must submit a complete draft of the proposal to the Contract Major Advisor for feedback.

5) No later than MARCH 15th, the student must submit the final proposal to the Contract Major Advisor. By this date also, the two faculty sponsors must submit their endorsement forms to the Contract Major Advisor. The student must also notify students and sponsors before the spring registration deadline. In making its decisions, the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will notify students and sponsors of the decision before the spring registration deadline. In cases where there have been changes, the Contract Major Advisor has determined that there has been substantial alteration of the original program, the Contract Major Advisor will forward the student’s written request along with the endorsements from their two faculty sponsors to the C.E.P. for reconsideration.

6) The Contract Major Advisor then conveys the proposal, the two faculty sponsors’ endorsement forms, and recommendations regarding the feasibility and substance of the proposal, for approval by the Committee on Educational Policy. The C.E.P., after consultation with departments and programs substantially affected by a proposal, will vote on each proposal individually and will notify students and sponsors before the spring registration deadline. In making its decisions, the C.E.P. considers the student’s academic record, the coherence and feasibility of the plan of study, and the degree of support expressed by the faculty sponsors and, if appropriate, program chairs.

Subsequent changes to a Contract Major must be requested in writing by the student and approved by the two faculty sponsors as well as by the Contract Major Advisor. Before making changes in the courses originally proposed for the junior and senior years, the new courses need to be approved by the two faculty sponsors and the Contract Major Advisor. During the fall of both the junior and senior years, contract majors should be in touch with their two faculty sponsors and the Contract Major Advisor about their progress in the major and the courses they are taking even if there have not been changes. Where the Contract Major Advisor has determined that there has been substantial alteration of the original program, the Contract Major Advisor will forward the student’s written request along with the endorsements from their two faculty sponsors to the C.E.P. for reconsideration.

THE DEGREE WITH HONORS IN THE CONTRACT MAJOR

The route to the degree with honors in the Contract Major is a senior thesis that is to continue as an honors candidate. 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 the finished written thesis or mini-thesis in the spring, no later than the third Monday after the last day of spring break. After the thesis has been completed, the student presents his or her work. The readers shall determine Highest Honors, Honors or no honors.

CMAJ 493(F) Senior Thesis: Contract Major
Contract Major senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements:
Division 2

Fall 2016
HON Section: 01 Canceled

CMAJ 494(S) Senior Thesis: Contract Major
Contract Major senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements:
Division 2

Spring 2017
HON Section: 01 Canceled

CMAJ 497(F) Independent Study: Contract Major
Contract Major independent study.
Class Format: independent study
Distributional Requirements:
Division 2

Fall 2016
IND Section: 01 Canceled

CMAJ 498(S) Independent Study: Contract Major
Contract Major independent study.
Class Format: independent study
Distributional Requirements:
Division 2

Spring 2017
IND Section: 01 Canceled

CRITICAL LANGUAGES (DIV I)
Coordinator: JANE CANOVA

The Critical Languages Program enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year, and it has offered one-year of elementary Hebrew, Hindi, Korean and Swahili thus far. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend biweekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

Interested students must present an application and have it approved before registering for a course. Applications are available during the first two weeks of April and can be obtained from the Coordinator at the Center for Foreign Languages, Literatures, and Cultures, Hollander 230.

To be eligible for this 200-level Critical Languages course, the student must:
- have attained sophomore standing or higher;
- demonstrate proven capability for independent work and previous success in foreign language study;
- explain how the study of the language integrates with his/her major or other academic interests;
- present a letter of support from a Williams faculty member;
- have at least a 3.0 GPA; in some cases, take a placement test.

Note that like other elementary language courses, the Critical Languages courses are hypenated, meaning no credit is given for the first semester until the second semester is successfully completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail. An organizational meeting will be held the first week of each semester.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study within the Critical Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-instructional Language Programs (NASILP).

* A Critical Languages course will be scheduled only if and when at least two students are accepted for study and provided a native tutor and outside examiner have been contracted.

CRHE 201(F) Hebrew
Elementary Hebrew.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis
Prerequisites: sophmore or higher standing with a GPA of 3.0 or higher; application to the Critical Languages Department in early April
Dept. Notes: minimum of two students in order to schedule the course
Distributional Requirements:
Division 1

Fall 2016
LEC Section: 01 Cancelled

CRHE 202(S) Hebrew
Intermediate Hebrew.
Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

220
Prerequisites: sophomore or higher standing with a GPA of 3.0 or higher; application to the Critical Language Department in early April

CRKO 202(S) Korean
Elementary Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 201(F) Intermediate Korean
Intermediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 301(F) Intermediate Korean
Intermediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 302(S) Intermediate Korean
Intermediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 201(F) Intermediate Korean
Intermediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 202(S) Intermediate Korean
Intermediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 301(F) Intermediate Korean
Intermediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 302(S) Intermediate Korean
Intermediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRSW 202(S) Swahili
Elementary Swahili.

Class Format: lecture/discussion
Extra Info: may not be taken on a pass/fail basis

CRHI 202(S) Hindi
Elementary Hindi.

Class Format: self-study
Extra Info: may not be taken on a pass/fail basis

CRHI 201(F) Hindi
Elementary Hindi.

Class Format: self-study
Extra Info: may not be taken on a pass/fail basis

CRKO 201(F) Korean
Elementary Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 202(S) Korean
Elementary Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 301(F) Intermediate Korean
Intermmediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

CRKO 302(S) Intermediate Korean
Intermediate Korean.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis

DANC 100(F) Foundations in Dance
This course is an introduction to the fundamentals of dance history and techniques focusing on Ballet, Modern dance and African dance and music genres. Regular physical work that provides experience in dance technique, reading, discussion about cultural context and significant dance innovators, viewing media, live performance and writing about dance are required. This course may not be taken for PE credit.

Class Format: studio/lecture/discussion

Requirements/Evaluation: Evaluation will be based on active participation and progress in the techniques, quality of written assignments and project presentations
Extra Info: may not be taken for PE credit

Prerequisites: none; experienced dancers who wish to enroll in Dance Department courses may waive this course by taking the department's advanced placement class or by permission of the faculty

Enrollment Preferences: beginning dancers and students with no prior experience

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements:
Division 1

Fall 2016
STU Section: 01 MR 01:10 PM 02:25 PM Instructors: Sandra Burton, Janine Parker

DANC 125 Music and Social Dance in Latin America (D)
Crosslistings: MUS 125/DANC 125
This course offers a full-spectrum introduction to the sounds, movements, and social characteristics of a number of Latin American social dance forms, including samba, salsa, tango, and the Afro-Surinamese genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical
understanding of the musical and choreographic features of these genres with a consideration of their social impact. Among the questions that will drive class discussions are the following: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? No prior music or dance training is necessary, however this course does require regular engagement in interactive and performance-based assignments and workshops.

Class Format: semester/studio
Requirements/Evaluation: one performance/analysis project, one group project, one paper (10-12 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: upperclassmen, Music majors, and Latina/o Studies concentrators
Enrollment Limit: 20
Expected Class Size: 15
Not Offered Academic Year 2017
SEM Instructor: Corinna Campbell

DANC 201(F) African Dance and Percussion
Crosslistings: DANC 201/AFR 201/MUS 221
This course focuses on selected dance and music forms from the African continent for example, Kpanlogo from Ghana, Lamban from Guinea, Senegal and Mali or Bira from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress with the selected forms throughout the semester. Forms may not be the same every semester.
This course can be taken for academic and/or PE credit
Class Format: studio/lecture/discussion
Requirements/Evaluation: participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects.
this course may be taken for academic and/or PE credit; see description for more details
Prerequisites: DANC 100 or permission of instructor
Enrollment Preferences: students who have taken Dance 100 or advanced placement
Enrollment Limit: 25
Expected Class Size: 20
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives
MUS World Music/Ethnomusicology

DANC 203(S) Beginning/Intermediate Ballet: Technique, Variations and History
This course is designed for dancers who have achieved a beginning/intermediate level of Ballet, and are serious about continuing to build their strength, artistry and understanding of classical ballet. Students will have technique class twice a week, and beginning pointe work might be introduced to some students as well as specific steps traditionally performed by male dancers. All students will learn and rehearse excerpts from major ballets specific to that semester's focus. Assigned readings and/or viewings will introduce students to various phases of ballet history; students will submit written responses to these assignments. When applicable the class will go on one or two field trips to attend performances by professional ballet companies and will write response papers about the experience.
This course may be taken for academic and/or physical education credit and MAY BE REPEATED for academic credit. PE-only participants must attend the ballet technique portion of the class two times per week for credit.
Class Format: studio/lecture/discussion
Requirements/Evaluation: participation and progress throughout the semester; quality of responses to weekly assignments; response papers, when applicable; 1st and 2nd quarter quizzes; and individual performance in midterm and final showings
Prerequisites: experience in ballet techniques and permission of instructor
Enrollment Preferences: students with demonstrated prior experience
Enrollment Limit: 16
Expected Class Size: 8
Distributional Requirements: Division 1

DANC 204 African Dance and Diaspora (D)
This course will examine the social and cultural histories of dance from Africa and diaspora communities, focusing on their position in specific contexts and the role of dance in creating and maintaining social, cultural, and political identities. Students will explore how dance has been used to negotiate and resist colonization, slavery, and other forms of oppression. The course will also consider the ways in which dance has been used to construct and challenge cultural and political identities. Students will engage in interactive and performance-based assignments designed to promote critical thinking and analysis.
Class Format: studio/lecture/discussion
Requirements/Evaluation: participation in assignments that include research and performance projects and short papers; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects.
Prerequisites: none
Enrollment Preferences: students who have taken DANC 100, DANC 201 or permission of the instructor
Enrollment Limit: 20
Expected Class Size: 20
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives

DANC 205 Modern Masterworks
In this course students will examine select masterworks and philosophies of key artists in the development of modern dance while simultaneously studying modern dance technique. Students will develop a critical framework for understanding dance by examining works both loved and misunderstood in their respective times. This semester will focus on Martha Graham and a reconstruction of her dance “Celebration.” By what criteria does a culture define a masterwork? What does the work reflect about its time, its creator, and the place of dance in society? We will examine topics suggested by the works, such as how the body is constructed/deconstructed in, and by, the work, religion and spiritual practice in relation to dance-making, the social identity of the creator and the performers, the uses of music/sound in relation to movement expression, and how we “read” dances as individuals. Weekly viewings, critical and historic readings and discussion will be required along with studio practice.
Class Format: seminar and studio
Requirements/Evaluation: based upon class participation, written response, and a final research presentation
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1

DANC 208(F) Dance and Diaspora (D)
Both dance and migration involve human bodies in motion, making dance a powerful lens through which to view the experience of diaspora. In this course, we will analyze both continuity and creative reinnovation in dance traditions of multiple diasporas, focusing in particular on the African and South Asian diasporas. We will analyze dance as a form of resistance to slavery, colonialism, and oppression; as an integral component of community formation; as a practice that shapes racial, gendered, religious, and national identity; and as a commodity in the global capitalist marketplace. We will explore these topics through readings, film viewings, discussion, attendance at live performances, and in-class movement workshops, which will happen approximately once every two or three weeks in lieu of discussion. Evaluation is based on participation in discussion, reading responses, two short papers, and a final project, which can be either a research paper or a creative project. Your dancing abilities are not evaluated; no previous dance experience is required.
Class Format: studio/lecture/discussion
Requirements/Evaluation: participation, reading responses, two short papers, and a final project, which can be either a research paper or a creative project.
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Exploring Diversity

Fall 2016
SEM Section: 01 Cancelled
DANC 210(F) LET'S MAKE A DANCE: Dance Making and Re-Making

This course is designed for first-time dance makers as well as more experienced dance students who seek the opportunity to practice dance making in a structured, intimate setting in which students present work-in-progress in dialogue with others. Any genre or style of dance may be explored. Projects are designed primarily to empower the creator to clarify the intent and vision for their work. Central to the course is the process of giving and receiving feedback, which will follow Liz Lerman's Critical Response Process (CRP). Using the CRP system's adaptable nature during the course of the semester, groups will likely evolve their own procedures unique to their group. Projects will include solo and group work, site-specific dance making, and creating in collaboration. Students are expected to rigorously build upon and revise their work(s) by making active use of CRP sessions in three possible roles: artist, responder, and facilitator. Studying creative thinking by looking at process texts, films, and other documentation of dance makers in a variety of genres will give further context to our work. Weekly presentation of assignments, active participation in CRP sessions, identifying to the group one's intended goal(s) for the week, written reflection on sessions, and final showing will be required. Three seminar sessions will be included in the class.

Class Format: tutorial

Requirements/Evaluation: weekly presentation of assignments, participation in CRP sessions, identifying to the group one's intended goal, written reflection on sessions, and final showing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1

Fall 2016

TUT Section: T1 TBA Instructor: Erica Dankmeyer

DANC 212(T) From Stage to Page: Writing about Dance (W)

This is a movement course designed for creative thinkers, such as dancers, actors, musicians, and visual artists. The body is the sole mediator of human experience and the site where all creative work resides, so we must integrate movement as a source and resource in our work. We will engage the body as an expressive tool in support of artistic craft and technique and build confidence in our ability to translate creative impulses through physical action. We will focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, stamina, and relaxation techniques in order to integrate our creative output. We will also examine how movement informs creative work across disciplines through readings, films, and museum visits.

Class Format: studio and seminar

Requirements/Evaluation: students will be assessed individually based on active class participation, journals, and final project

Prerequisites: experience in dance, acting, music, or the visual arts, or by permission of the instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 1

Not Offered Academic Year 2017

DANC 226(S) Gender and the Dancing Body in America

Crosslistings: DANC 226/WGS 226/AMST 226

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America. Starting off the semester with the Puritans' anti-dance treatises and finishing with controversies about twerking, we will analyze how various Americans have used dance to construct and challenge normative values about gender and sexuality. We will pay particular attention to the intersections of race and gender with, for example, looking at how working-class white men danced in drag and blackface in minstrelsy performance in the mid-19th century, and how a moral panic arose when upper-class women attended "tango teas" in New York to dance with working-class immigrant men. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, and attend live dance performances in the area. No previous dance experience required.

Class Format: seminar

Requirements/Evaluation: participation, reading responses, viewing responses, short midterm paper, final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: WGS majors

Enrollment Limit: 20

Expected Class Size: 10-15

Distribution Notes: meets Division 1 requirement if registration is under DANC; meets Division 2 requirement if registration is under WGS or AMST

Distributional Requirements: Division 1

Spring 2017

SEM Section: 01 TR 10:00 AM 11:15 AM

DANC 242 Body of Knowledge

Crosslistings: DANC 242/THÉA 242

This is a movement course designed for creative thinkers, such as dancers, actors, musicians, and visual artists. The body is the sole mediator of human experience and the site where all creative work resides, so we must integrate movement as a source and resource in our work. We will engage the body as an expressive tool in support of artistic craft and technique and build confidence in our ability to translate creative impulses through physical action. We will focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, stamina, and relaxation techniques in order to integrate our creative output. We will also examine how movement informs creative work across disciplines through readings, films, and museum visits.

Class Format: studio and seminar

Requirements/Evaluation: students will be assessed individually based on active class participation, journals, and final project

Prerequisites: experience in dance, acting, music, or the visual arts, or by permission of the instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 1

Not Offered Academic Year 2017

DANC 300(F) Intermediate/Advanced Ballet: Technique, Variations and History

This course is designed for dancers who have achieved an intermediate/advanced level of ballet technique. Students will have technique class twice a week, followed by men's work and pointe work (students who are not on pointe will be able to do the work in regular ballet slippers). Both male and female students will be taught and coached in variations from existing ballets in a third session and partnering if applicable. Assignments will include readings, viewing of media and performance; students will submit written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable.

This course may be taken for academic and/or PE credit and MAY BE REPEATED for academic credit. PE-only participants must attend the ballet technique portion of the class two times per week for credit.

Class Format: studio/lecture/discussion

Requirements/Evaluation: based on participation and progress throughout the semester, the quality of assignment responses, and the rehearsal and performance of ballet variations taught during the semester

Prerequisites: a minimum of three years prior training in ballet, and/or successful completion of DANC 203 and a demonstrated ability to safely keep up with this level of technique; all students must contact instructor for permission to enroll in class

Enrollment Preferences: students with demonstrated ability and desire to continue rigorous study

Enrollment Limit: 10

Expected Class Size: 8

Distributional Requirements: Division 1

Fall 2016
STU Section: 01  MWF 11:00 AM 12:50 PM  Instructor: Janine Parker

DANC 301 Creative Process in Dance
This course examines the methods used to make dances. It is intended for the experienced mover who is ready to focus on theory, methods and the history of composing dance in various traditions. Students will be asked to identify their own methods and engage in research and regular presentations of their compositions for critical feedback. The class will also study innovative professional choreographers such as Pina Bausch, Ping Chong, George Balanchine, Eiko and Koma, Rennie Harris, Alvin Ailey, Martha Graham, Ronald K. Brown, Lucinda Childs and Merce Cunningham. To more fully understand the context in which these works were created, the class will read essays by dance scholars such as Louis Horst, Liz Lerman, Deborah Jewitt, Sally Banas, and Susan Leigh Foster.

Class Format: seminar/studio
Requirements/Evaluation: Evaluation will be based on the quality of participation, assigned projects and presentations
Prerequisites: a minimum of 1-2 years experience as a dancer or choreographer prior to college or 1-2 years experience in a Williams College dance company or permission of instructor
Enrollment Preferences: students who have experience in the process of making dances or using movement as part of making theater and other kinds of performance
Expected Class Size: 12
Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM

DANC 303 The Body as Book: Memory and Reenactment in Dance & Theater
Crosslistings: THEA 360/DANC 303/COMP 360
What does it mean to conceive of the body as a book? This unique interdisciplinary studio-seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, “time is decidedly folded and fraught.” Repetition and reenactment are forms of remembering, and performance is often not what disappears but what remains. How do we pass on knowledge in visceral and affective ways? What is a “repertoire”? What are the benefits and risks of continuity over time? Taught as part of the Books Unbound curricular initiative, and in conjunction with the opening of the Sawyer-Stetson Library, the course will complete a project in which the class “embodies” material, first by exploring stories embodied by individual members of the class, and then by translating them through performance by the collective, culminating in dance/theatre pieces performed in the new library. Over the term, we will also study modern and contemporary American artists, such as: Martha Graham. The Wooster Group, Alvin Ailey, Meredith Monk, Anne Bogart, Ralph Lemon, Elevator Repair Service, Bill T. Jones, Marina Abramovic, Jose Limon, and Suzan-Lori Parks. We will also collaborate with professional artists invited to Williams to create and present dance and theater pieces in the new library.

Class Format: studio/seminar
Requirements/Evaluation: evaluation will be based on collaborative-based project work, individual research, writing and final performances
Prerequisites: no prior dance or theater training is required
Enrollment Preferences: students majoring in Dance, Theatre, American Studies and Art
Enrollment Limit: 14
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017

STU  Instructor: Amy Holzapfel

DANC 305 Choreographies
By unpacking the idea of choreography, this course will be a laboratory for deepening a student's thinking, writing and practice of performance. Choreography will be our flexible methodology for personalizing an approach to movement, text and objects as well as our lens for discussing cultural phenomena such as protests, public ceremonies and performance. Gleaning cues from these public spectacles, morning class exercises will focus on a skill or aspect of performance such as physicality, image, affect, duration, obstructions, objects, speech, timing and place. Afternoon sessions will be composition accompanied by a writing practice as each student navigates matters such as identity, representation and social space. How does choreography operate in society at large? What is the line between representing and doing something with oneself, body? How might performance question or transgress notions of identity? How can writing further perform as an expanded field of thought and action? The semester will culminate in a series of choreographies installed on campus, in locations chosen by the students.
We will consider the work of established and emerging artists including: Vito Acconci, Marina Abramovic, Banksy, luciana achugar, William Pope L., David Hammons, Trisha Brown, Jen Rosenblit, Guerrilla Girls, Stuart Sherman, Jerome Bel and Visual AIDS. We will also read texts by Andre Lepecki, Michel Foucault, Douglas Crimp, Jennifer Doyle, Jose Limon, Marxist, Spanberg, Fred Moten, Jenn Joy, Judith Butler, Adrienne Edwards and Gilles Deleuze.

Evaluation will be based on class participation, 2 short response papers, a longer paper and a final choreography.
Class Format: seminar/studio
Requirements/Evaluation: evaluation will be based on class participation, 2 5-page short response papers, a longer 10-page paper and a final choreography
Prerequisites: At least one course in creative writing, dance, voice, music, theater, studio art and prior experience with live performance. Contact instructor with further questions.
Enrollment Preferences: Division I majors
Enrollment Limit: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017

STU  Instructor: Will Rawls

DANC 317 Black Migrations: African American Performance at Home and Abroad
Crosslistings: AFR 317/CMP 319/DANC 317/ENGL 317/THEA 317/A
In this course, students will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to speaking and dance to inquire how performance reflects, critiques and narrates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What drew actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.

Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none, open to all
Enrollment Limit: 12
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST, meets Division 1 requirement if registration is under COMP, DANC, ENGL or THEA
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives

Not Offered Academic Year 2017

SEM  Instructor: Rashida Braggs

DANC 330(5) Modern Folklore: Postcolonial Dance and Music in Africa
Crosslistings: DANC 330/MUS 330/AFR 330
“Folklore is a mixture of traditions, poems, songs, dances and legends of the people, it can be no other than the reflection of the life of the country and if that country develops, there is no reason why the folklore which is the living expression, should not develop as well. Modern folklore in present Africa is as authentic as the Africa of old.” —Keita Fodeba, founding Artistic Director of Les Ballet Africain, Guinea, West Africa. This course will involve intensive dance and musical practice that is rooted in traditional and contemporary/forms from the African continent and the Diaspora. We will examine the international impact of countries who achieved independence from the 1950s to the late 1980s such as Les Ballets Africains, National Dance Company of Senegal, Bembeya Jazz, Ghana Dance Ensemble, and the national dance and music companies of Zimbabwe, Jamaica, and Cuba. Our study will include the impact of artists such as James Brown, Miriam Makeba, Michael Jackson, and Youssou N’Dour, as well as Hip Hop culture and the emergence of new forms of music and dance or modern folklore.

Class Format: studio
Requirements/Evaluation: student progress with music and dance material taught, quality of assigned short papers, quality of research and performance mid-term and final projects
Prerequisites: Any of the following courses offer students preparation or permission of the instructors
Enrollment Preferences: students who have taken DANC 201, 202 or any of the courses listed in the prerequisites
Enrollment Limit: 12
Expected Class Size: 10
Materials/Lab Fee: Occasional fees to attend concerts; fee range free-$35
Distribution Notes: meets Division 1 requirement if registration is under DANC, MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
DANC 397(F) Independent Study: Dance
This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa or Zambesi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss project prior to submitting the proposal.

Class Format: Independent study
Requirements/Evaluation: quality of research and presentations
Prerequisites: permission of department and minimum of 2-3 years as a student in the department
Enrollment Limit: 3
Expected Class Size: 1-3
Distributional Requirements: Division 1

Fall 2016
IND Section: 01 TBA Instructor: Sandra Burton

DANC 398(S) Independent Study: Dance
This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss their project prior to submitting the proposal.

Class Format: Independent study
Requirements/Evaluation: based on the quality of research and final presentation
Prerequisites: permission of the department and a minimum of 2-3 years as a student in the department
Enrollment Limit: 3
Expected Class Size: 1-3
Distributional Requirements: Division 1

Spring 2017
IND Section: 01 TBA Instructor: Sandra Burton

ECONOMICS (DIV II)
Chair: Professor KENNETH KUTTNER

Visiting Professors: N. BIRDSALL, M. FORTUNATO, P. HELLER.

GENERAL INFORMATION
The primary objectives of the economics major are to develop an understanding of how individuals, organizations and societies meet their material needs. The introductory courses present the fundamental principles of economics at a level that is useful for understanding a wide range of social and policy issues. The core theory courses provide a more rigorous grounding in the tools used in analyzing individual choice, the functioning of markets, and the behavior of output, employment, and inflation. The econometrics course familiarizes students with the methods used to analyze economic data, and equip them with the tools necessary to critique and conduct empirical research. The electives draw on the skills developed in the introductory and core courses to gain a richer understanding of specific aspects of economic behavior and public policy.

The economics major and business careers. The analytical and critical thinking skills taught in economics classes are useful for many careers, including business. The major is not designed to provide pre-professional training in business or management, however. Students from a wide variety of majors, including the sciences and humanities, have gone on to successful business careers. We therefore advise those interested in business to acquire a broad exposure to the arts, social science, and natural sciences, and to major in a subject that engages their interest even if that subject is something other than economics.

Planning for a possible economics major. Given the hierarchical structure of the economics major, students considering the economics major should try to start with ECON 110 during their first year. Since ECON 255 requires that a prior statistics course (preferably STAT 201 but STAT 101 is acceptable), prospective economics majors should complete the statistics requirement relatively early in their college careers. Students considering the economics major should avoid enrolling in STAT 202 and instead take ECON 255 or talk to a faculty member in the department for curricular advice. Since the 400-level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 255), students are strongly encouraged to complete the core courses by the end of junior year. We prefer that the three intermediate core classes be taken at Williams so students planning on studying abroad as juniors should aim to complete these courses before departure if possible.

Preparation for graduate school. Graduate study in economics requires considerably more mathematical training than that necessary for the economics major. We advise students who are considering a Ph.D. to take at a minimum MATH 150 or 151, MATH 209, MATH 250, and MATH 350. We also advise students to consider electives such as ECON 451, 471, 472, or 475 that present advanced perspectives on contemporary economic theory or econometrics. As graduate schools look for evidence of research aptitude, we also encourage those interested in graduate school to pursue the Honors program.

MAJOR REQUIREMENTS
Except for those receiving AP, IB, or A-level credit (see below), nine courses are required for the economics major. These are:

Introductory Courses
• Economics 110 Principles of Microeconomics
• Economics 120 Principles of Macroeconomics. Prerequisite: ECON 110

Passing the quantitative studies exam or the equivalent is a prerequisite for both classes. Both are suitable for non-majors. Electives numbered 200-299 will require one or both as prerequisites.

Core Courses
• Economics 251 Price and Allocation Theory. Prerequisites: MATH 130 and ECON 110
• Economics 252 Macroeconomics. Prerequisites: MATH 130, ECON 110 and ECON 120
• Economics 255 Econometrics. Prerequisites: MATH 130 plus either STAT 101 or 201. The combination of STAT 201 and 346 will satisfy the ECON 255 requirement, although not all upper-level electives and seminars accept STAT 201/346 as a prerequisite in lieu of ECON 255. POEC 253 may not substitute for ECON 255 in fulfilling the major requirements, although some electives may accept POEC 253 as a prerequisite in lieu of ECON 255.

The three core classes may be taken in any order. All of the 300- and 400-level electives will require at least one of the core classes, and many of the 400-level seminars require ECON 255.

Elective Courses
Students must complete at least four economics electives in addition to the introductory and core classes listed above. At least two must be advanced electives numbered 350 to 395. At least one must be a seminar numbered 450-480, and a second seminar may be taken in lieu of a 300-level elective. Enrollments preference for 400-level classes is given to those who have not already taken a seminar. Note that some of the advanced electives may have specific requirements beyond the core economics courses and MATH 130. Juniors and seniors majoring in Economics or Political Economy may, with the permission of the instructor, enroll in 500-level graduate courses given by the Center for Development Economics. These courses can substitute for advanced electives numbered 350-395, unless otherwise noted in the course description.

Credit for AP, IB and A-level Exams
The ECON 110 requirement will be waived for students who earned a 5 on the microeconomics AP exam, and the ECON 120 requirement will be waived for those who received a 5 on the macroeconomics AP exam. Students who did not receive advanced placement will receive major credit for the course and may complete the major with either eight or seven additional courses, depending on whether they place out of one or both introductory courses. These would include the introductory course for which no advanced placement was granted, the three core classes, and four electives.

Students who received an A on the A-level exam in economics or earned a 6 or 7 in the higher economics IB exam will receive credit for both ECON 110 and 120, and may complete the major with only seven additional courses. These would include the three core classes and four electives.

A score of 5 on the statistics AP exam, a 6 or 7 on the statistics IB exam, or an A on the A-level statistics exam will satisfy the statistics prerequisites for ECON 255.

STUDY ABROAD AND TRANSFER CREDIT
Students may receive credit for college courses taken at other institutions, including those taken as part of a study abroad program. Most economics courses taken elsewhere will qualify for 200-level elective credit. Some may be able to count towards a specific departmental requirement, including the introductory core courses or, qualify as a 300-level elective. In order to receive the appropriate credit, courses must be approved ahead of time by the Department’s Coordinator for Transfer/Study Abroad Credit. (The department’s web site will indicate which faculty member is serving as the Coordinator.) You can find general study away guidelines for Economics here.

THE DEGREE WITH HONORS IN ECONOMICS
Graduating with Honors requires the completion of a substantial piece of independent research. Those with an economics GPA of at least 3.5 are encouraged to apply. In addition, theses typically make use of
empirical methods, those considering writing a thesis are strongly advised to complete Econ 255 before the end of junior year.

The honors program involves working closely with a faculty adviser on a subject related to the faculty member's area of expertise. The first step in pursuing honors is therefore to develop a thesis proposal in consultation with a faculty adviser. The proposal is then submitted to the Department for approval.

The Department offers both a half-year and a full-year honors program:
- The half-year program entails enrolling in a one-semester seminar plus a WSP class. Students may either enroll in Econ 491 in the fall semester and Econ 492 in the spring. Proposals for a fall semester thesis are due in May of the junior year, while those doing a spring thesis will submit their proposals in December of the senior year. Those choosing the half-year option often base their projects on research that had been initiated in an advanced elective or a seminar, although this is not a requirement.
- The full-year program involves taking Econ 493 in the fall, Econ 31 during winter study, and Econ 494 in the spring. Proposals are due in May of the junior year.

Both programs require students to remain on campus during winter study.

Prospective honors students considering studying abroad during their junior year should plan to complete the core courses and at least one 300-level elective by the end of their sophomore year. They are also urged to begin their collaboration with their intended adviser prior to departure, and to consult with the Director of Research on the options for pursuing honors. (The Department’s web site will indicate which faculty member is serving as the Director of Research.)

Details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. The information is also available on the Department's website. In addition to completing the research project, the College Bulletin states that in order to graduate with honors, students must take at least one course in addition to the minimum number required for the major. Students in the full-year program may substitute Econ 493 for an upper-level elective (excluding those numbered 400-490). Students enrolled in the half-year program may not substitute Econ 491 or 492 for one of their electives.

GRADUATE COURSES IN DEVELOPMENT ECONOMICS
Graduate courses given by the Center for Development Economics are open to undergraduates. Students who have not taken the prerequisite, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 350-359 or 360-365 in the major.

ECON 110(F,S) Principles of Microeconomics (Q)
This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of public policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, several short papers, at least one quiz, and midterm and final exam
Prerequisites: open only to juniors and seniors who have not taken an ECON course
Enrollment Limit: 30
Expected Class Size: 30

ECON 120(F,S) Principles of Macroeconomics (Q)
This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, short essays, midterm, final exam,
Prerequisites: ECON 110
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements: Division 2
Quantitative/Formal Reasoning

ECON 204(F) Economics of Developing Countries
This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be considered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How influential are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: lecture/discussion
Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation
Prerequisites: ECON 100
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

ECON 206(F) Introduction to Economics and Its Applications (Q)
This course is intended for students who do not wish to major in economics but who would like to learn something about the discipline and to develop a greater understanding of the ways in which economics can be used to explain behavior and to inform policy. Our focus will be on providing some very basic tools of economic analysis and important institutional background regarding the US and international economies, and then using those tools and institutional knowledge to analyze current policy issues.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, several short papers, at least one quiz, and midterm and final exam
Prerequisites: open only to juniors and seniors who have not taken an ECON course
Enrollment Limit: 30
Expected Class Size: 30

ECON 210(F,S) Principles of Microeconomics (Q)
This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of public policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, several short papers, at least one quiz, and midterm and final exam
Prerequisites: open only to juniors and seniors who have not taken an ECON course
Enrollment Limit: 30
Expected Class Size: 30

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Will Olney
LEC Section: 02 TR 09:55 AM 11:10 AM Instructor: Will Olney

Spring 2017
LEC Section: 01 MWF 08:30 AM 09:45 AM LEC Section: 02 MW 11:00 AM 12:15 PM Instructor: Steven Naizfinger
LEC Section: 03 MR 01:10 PM 02:25 PM Instructor: Steven Naizfinger
LEC Section: 04 MR 02:35 PM 03:50 PM Instructor: Steven Naizfinger
LEC Section: 05 TF 01:10 PM 02:25 PM Instructor: Sara LaLumia
LEC Section: 06 TF 02:35 PM 03:50 PM Instructor: Sara LaLumia

ECON 203(F) Gender and Economics
Crosslistings: ECON 203/WGSS 205
This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women’s employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How influential are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: lecture/discussion
Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation
Prerequisites: ECON 100
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

Other Attributes:
POEC Required Courses

ECON 204(F) Economics of Developing Countries
Crosslistings: ECON 204/ENVI 234

Fall 2016
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Lucie Schmidt
The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? When does globalization facilitate development? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce this set of issues, as analyzed by economists.

Class Format: lecture/discussion
Requirements/Evaluation: short essays, mid-term examination, 15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Anand Swamy

ECON 205(S) Public Economics
This course examines the role of the government in a market economy. Three broad issues are considered: under what conditions is government intervention in the economy appropriate? When might the "most effective form of intervention" be taxation. We will discuss the principles that guide tax design and consider the effects of the tax code on behavior.
Class Format: lecture/discussion
Requirements/Evaluation: problem sets, short writing assignments, midterm and final exam
Prerequisites: ECON 110
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements: Division 2
Other Attributes: PHIL Decision-Making by Institutions + Individuals POEC U.S. Political Economy + Public Policy Course

Spring 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Tara Watson

ECON 209(S) Labor Economics
Employment—finding it (or looking for but not finding it), its compensation, and the conditions under which it occurs—is a key concern for most residents of advanced economies throughout their adult lives. Work is the main source of income for the vast majority of working-age adults in these economies, and work-related issues and policies reliably top national policy agendas. Labor economics is the study of these issues—how the level and distribution of skills, wages, employment, and income are determined in the market for labor and how various policies affect this market and its outcomes. In this course we will apply the tools of microeconomics to analyze labor force participation, the allocation of time to market work, migration, labor demand, investment in human capital (education and on-the-job training), discrimination, unions and unemployment. We will also examine the impact of government programs and mandates such as employment-based tax credits, unemployment insurance, antipoverty programs, and minimum wages on the labor market. We will devote particular attention to topics of current U.S. policy interest, including immigration, income inequality, and education.
Class Format: lecture/discussion
Requirements/Evaluation: problem sets, short writing assignments, midterm and final exam
Prerequisites: Econ 110
Enrollment Preferences: Economics and Political Economy majors and sophomores
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements: Division 2
Other Attributes: POEC U.S. Political Economy + Public Policy Course

Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Lara Shore-Sheppard

ECON 211 Gender in the Global Economy
Crosslistings: WGSS 211/ECON 211
This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economics theory, work on care labor and the shifting boundaries between markets, governments and households, theories of household bargaining, and discussions of intersectionality and difference. Then we will discuss a series of intertwined issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and the 'invisible assembly line'; the economics of sex work and global sex trafficking; microcredit; the economics of the HIV/AIDS pandemic. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for first-world/third-world alliances.
Class Format: lecture/discussion
Requirements/Evaluation: reaction papers, midterm exam, research paper(s), participation in class discussion will count for part of the grade
Extra Info: additional requirements: two oral responses to seminar papers; two 2-page seminar response papers; one response to a peer's final paper
Prerequisites: none
Enrollment Preferences: Women's, Gender and Sexuality Studies majors
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
SEM Instructor: Kiaran Honderich

ECON 213(S) Introduction to Environmental and Natural Resource Economics (Q)
Crosslistings: ECON 213/ENVI 213
We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.
Class Format: lecture
Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible
Prerequisites: ECON 110
Enrollment Preferences: sophomores if course is overenrolled
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2017
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Sarah Jacobson

ECON 215(S) Globalization
Crosslistings: ECON 215/GBST 315
This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.
Class Format: lecture/discussion
Requirements/Evaluation: problem sets, a midterm, and a final exam
Prerequisites: ECON 110
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Will Olney

ECON 219(F) Global Economic History (W)
Why did Western Europe—and not China, India, or the Middle East—first experience the Industrial Revolution? Why did Latin America fall behind in the 20th century, while Japan and eventually China booming? What explains the historical success of the US economy? And why has African economic growth been relatively slow for so long? These and other questions will guide our
exploration of global economic development over the past several millennia. We will draw on micro and macroeconomic theory to help explain and interpret the historical roots of the modern global economy. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, culture, technology, and market developments help explain economic differences and change around the world. Throughout the course, we will draw on micro and macroeconomic theories and concepts to help explain, frame, and interpret the historical roots of modern global economy. Class Format: tutorial; weekly one hour meetings in groups of two
Requirements/Evaluation: evaluation will be based on five 5- to 7-page papers, critiques of fellow students' papers, a longer version of a paper, and engagement in discussion
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: ECON 110 and ECON 120 or equivalent courses subject to instructor approval
Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or History
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2 Writing Intensive
Other Attributes: GBST Economic Development Studies Electives
POEC International Political Economy Courses
Fall 2016
TUT Section: T1 TBA Instructor: Steven Nafziger
ECON 220 American Economic History
This course examines the economic growth and development of the American economy from the colonial era to the modern period. The emphasis will be on the use of economic theory and quantitative evidence to explore key questions and themes in U.S. history. Topics may include some or all of the following: the development of colonial markets, the economic origins of the U.S. Constitution, immigration, agricultural innovation, industrialization, slavery, government regulation and policymaking, the Great Depression, the changing roles of women in the U.S. economy, post-World War II growth, the construction of the social safety net, and the place of the United States in the modern global economy. Comparisons will be made to European and non-European experiences when appropriate.
Class Format: lecture/seminar
Requirements/Evaluation: midterm, short problem sets, final, and a research paper
Prerequisites: ECON 110 and 120
Enrollment Limit: 35
Expected Class Size: 35
Distributional Requirements:
Division 2
Other Attributes: GBST U.S. Political Economy + Public Policy Course
Not Offered Academic Year 2017
LEC Instructor: Steven Nafziger
ECON 222 Economics of the Arts and Culture
What economic forces influence the creation, presentation, preservation and ownership of art and culture? Should support for the arts be provided through private patronage, philanthropy, or public sector support? How does the mechanism of support for art affect the productivity and creativity of the artist? Does art make a good investment for an individual? How do art markets function and what determines the price of art? Why do some art museums and performing arts organizations require donations and public support and operate as non-profit enterprises, while other types of culture production and preservation operate as for-profit enterprise? What are the impacts on economic vitality and local economic development of cultural and arts organizations? When these impacts arise, how can (or should) they be used for public policy? This course will use the tools of economic analysis to present a framework for discussion and analysis of these and related questions.
Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exam, two policy memoranda
Prerequisites: ECON 110
Enrollment Preferences: sophomores and juniors
Enrollment Limit: 35
Expected Class Size: 30
Distributional Requirements:
Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2017
LEC Instructor: Stephen Sheppard
ECON 225T Global Financial Crisis and African Economic Development (W)
Will the global financial crunch create a development crisis for Africa? Just two years ago the International Monetary Fund published the most optimistic growth projections for Africa in decades, predicting rapid growth driven by higher commodity prices, stronger agricultural output and the dividends of years of difficult economic reforms. Today, economic analysts are downgrading African growth forecasts in the face of growing poverty and macroeconomic challenges. Food prices have more than doubled in some countries—increasing hunger for the most vulnerable groups. Fuel costs—and subsidy policies in some countries—are creating macroeconomic imbalances, and the global financial crisis is depressing demand for Africa's exports. Private capital flows, which reached record levels until 2007, are expected to decline by $300-400 billion over the next two years, with bank lending falling, portfolio investment declining, and foreign direct investment decreasing. This triple-F crisis—food, fuel and financial—is posing renewed challenges to African leaders trying to tackle the imperatives of economic development and pro-poor and inclusive economic growth. This crisis is raising the costs of reforms in countries reliant on exports and international capital for growth. Successful strategies must combine policies more efficiently than ever—to balance the necessary reforms with initiatives that offset the costs for the most vulnerable. This tutorial will analyze critical questions posed by the emerging crisis: Which countries will be hit the hardest, and how deeply and for how long? Through which channels does the contagion afflict national economies? And perhaps most importantly, what coordinated strategies can African nations develop in order to foster effective responses? This tutorial will explore how policy-makers in Africa are working to build successful inclusive growth strategies, with fiscal, monetary, industrial, trade market policies reinforcing each other rather than working at cross purposes.
Class Format: tutorial, will meet weekly for one hour in groups of two
Requirements/Evaluation: evaluation will be based on five short papers and on—the student's oral presentations and commentary on the work of his/her colleagues
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 252 (or concurrently) or permission of instructor
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2 Writing Intensive
Other Attributes: GBST African Studies Electives
GBST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2017
TUT Instructor: Michael Samson
ECON 227 Acquiring Art: Selecting and Purchasing Objects For WCMA Crosslistings: ARTH 327/ECON 227/ARTH 527
How do museums acquire art? Factors considered in selecting objects include: the museum’s existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object’s history and condition play in the purchase process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition, and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy and the object will join the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.
Class Format: seminar
Requirements/Final Exam: three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 or permission of instructor
Enrollment Preferences: senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ECON
Distributional Requirements:
Division 1
Not Offered Academic Year 2017
SEM Instructor: Kevin Murphy, Stephen Sheppard
ECON 228T(S) Water as a Scarce Resource (W) Crosslistings: ECON 228/ENVI 228
For a variety of reasons including environmental pollution, urbanization, changes in agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of
water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?

Class Format: tutorial, meeting with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and revise and re-write one of their five papers

Requirements/Evaluation: evaluation will be based on the quality of the papers and on the quality of the student’s oral presentations and commentary on the work of his/her colleagues

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110 or equivalent

Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or major or concentrate in Environmental Policy or Environmental Science or Environmental Studies, and to students who are already major or concentrators in those subjects

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

AMST Space and Place Electives
ENVI Environmental Policy
ENVP PE-A Group Electives
ENVP PE-B Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
POEC Comparative POEC/Public Policy Courses

Spring 2017

TUT Section: T1 TBA Instructor: Ralph Bradburd

ECON 229 Law and Economics (Q)

This course applies the tools of microeconomic analysis to private (i.e., civil) law. This analysis has both positive and normative aspects. The positive aspects deal with how individuals respond to the incentives created by the legal system. Examples include: how intellectual property law encourages the creation of new knowledge while simultaneously restricting the dissemination of intellectual property; how tort law motivates doctors to avoid malpractice suits; and how contract law facilitates agreements. The normative aspects of the analysis ask whether legal rules enhance economic efficiency (or, more broadly, social welfare). Examples include: what legal rules are most appropriate for mitigating pollution, ensuring safe driving, and guaranteeing workplace safety? The course will also cover the economics of legal systems; for example, what are the incentives for plaintiffs to initiate lawsuits and what role do lawyers play in determining outcomes. The course will also consider potential reforms of the legal system. In the 2014-15 academic year, the course will place more emphasis on intellectual property law as part of the campus-wide initiative, “The Book Unbound,” associated with the opening of the new library.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, problem sets, short papers based on actual court cases and possible legal reforms, a midterm exam, and a final exam

Prerequisites: ECON 110

Enrollment Preferences: Open; prefer a mix of student backgrounds

Enrollment Limit: 35

Expected Class Size: 25

Distributional Requirements:

Division 2

Quantitative/Formal Reasoning

Other Attributes:

ENVP PE-A Group Electives
ENVP PE-B Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
JLST Enactment/Applications in Institutions
JLST Theories of Justice/Law
POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2017

LEC Instructor: William Gentry

ECON 230 The Economics of Health and Health Care (W)

In recent years, the intersection between health and economics has increased in importance. The costs of health care have been rising, although more slowly in the past few years. A substantial fraction of the United States population lacks health insurance, with the implementation of the Affordable Care Act intended to remedy that problem. In the United States and around the world the rising elderly population is putting increasing pressure on health spending. Globally, the HIV/AIDS pandemic is causing severe economic hardship, and many people lack access to basic health care. More positively, advances in health care have widened the scope of possible treatments. Given the importance of good health for individual well-being, it is not surprising that health, health care and how to pay for it are sources of anxiety for individuals and policymakers worldwide. In this course we will analyze the economics of health by applying standard microeconomic techniques to the problems of health and health care markets. The course focuses on three broad issues: the inputs to health and the demand for health care, the structure and consequences of public and private health insurance, and the supply of health care. Special attention will be devoted to topics of current public policy, including the problems of rising costs and cost containment, health insurance reform, the changing nature of health care provision, changing public policies in the Medicare and Medicaid programs, hospital competition, and the determinants and consequences of technological change in medicine.

Class Format: lecture/discussion

Requirements/Evaluation: several short papers and a final research paper and presentation

Prerequisites: ECON 110

Enrollment Preferences: Economics majors, Political Economy majors, and Public Health concentrators

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

PHLH Decision-Making by Institutions + Individuals
POEC U.S. Political Economy + Public Policy Course
SCST Related Courses

Not Offered Academic Year 2017

LEC Instructor: Tara Shore-Shepard

ECON 231 Financial Markets (Q)

Financial markets play an instrumental role in household saving decisions and the allocation of investment in the economy. This course surveys the economics of financial markets and institutions. Topics may include: models of stock and bond prices, portfolio choice, financial derivatives, hedging, financial market efficiency, foreign exchange, financial crises, and the potential for regulation of financial markets.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on problem sets and exams, including a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 110, ECON 120 and MATH 130

Enrollment Preferences: lottery and balance in student interests

Enrollment Limit: 40

Expected Class Size: 30

Distributional Requirements:

Division 2

Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC Instructor: Greg Phelan

ECON 232(S) Financial Markets, Institutions and Policies (Q)

This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? What does the financial system help with the management of risks faced by society? Second, it analyzes the role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies affect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?

Class Format: lecture

Requirements/Evaluation: problem sets, midterm, a debate and/or presentation, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110 and ECON 120

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Quantitative/Formal Reasoning

Other Attributes:

POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017

LEC Instructor: Kennedy Kuttner

ECON 233(F) Behavioral Economics and Public Policy

In many ways, the fields of psychology and economics both study the same phenomena: the incentives that influence our decision-making across different contexts. This course provides a survey of the ways in which these two fields intersect, i.e. behavioral economics. Topics include how individual responses to economic incentives can be influenced by heuristics, framing, social norms, and other cognitive or social incentives. Concurrently, the course will review how these concepts can be (or are already being) applied to firm strategy, development, and public policy contexts. These include the role of behavioral economics in programs geared towards reducing poverty, increasing environmental conservation, and encouraging education investment, among others. The course will also discuss whether and how we ought to judge which behaviors are socially desirable and worth encouraging through policy.
Course option

Extra Info: class discussions

Enrollment Limit: 35

Expected Class Size: 30

Distributional Requirements:
Division 2

Other Attributes:
POEC Comparative POEC/Public Policy Courses

Class Format: lecture

Requirements/Evaluation: 1-2 exams, 2-3 short papers or presentations, class discussions

ECON 235 Urban Centers and Urban Systems (Q)

Cities, systems of cities, and the interactions between cities are the outcome of human decisions and reflect their social structure and desire for interaction. The form of these urban areas is determined by the choices made by the people who reside in, work in, and travel between cities. Economic forces influence and constrain these choices, and economic models of decision-making can help us to explain and predict the patterns that result. These models help us to comprehend the structure of urban areas. This course will introduce the ideas and some of the analytic tools that assist in understanding the economic foundations of urban centers and urban systems. Topics addressed in the course will include the determinants of land use, location of firms, choice of transportation mode, flows of capital investment into real estate, housing prices and housing availability and regulation of housing markets, movement of population from one city to another, and public policies designed to deal with urban problems.

Class Format: lecture/discussion

Requirements/Evaluation: two "policy memoranda" on assigned topics, midterm, and final exam

Prerequisites: ECON 110

ECON 240T Colonialism and Underdevelopment in South Asia (D) (W)

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to not only examine the economic questions, but also how power and resistance have shaped and possible additional assignments

Prerequisites: ECON 110

ECON 252(F,S) Macroeconomics (Q)

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's...

Class Format: lecture/discussion

Requirements/Evaluation: problem sets and/or written assignments, midterm(s), and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ECON 110 and 120 and MATH 130 or its equivalent

ECON 255(F,S) Econometrics (Q)

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques to empirical research. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

Class Format: lecture

Requirements/Evaluation: problem sets, two midterms, group presentations, and possible additional assignments

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: MATH 130 and STAT 101, or STAT 201 or equivalent, plus one course in ECON

ECON 259(F,S) Economic Liberalism and Its Critics

Crosslistings: POEC 250/ECON 299/PSCI 238

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between political and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's...
revolutionary socialism, and the reformist ideas of John Stuart Mill and John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** eight essays of 650 words each, several short homework assignments, and a final exam

**Prerequisites:** ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

**Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major

**Enrollment Limit:** 25

**Expected Class Size:** 35

**Department Notes:**
- Fall 2016
- ECON 351 Tax Policy (Q) (W)

The tax system is a major element of public policy. In addition to raising revenue for government expenditure programs, policymakers use the tax system to redistribute resources and to promote a variety of economic policies. For example, the United States tax system has specific rules to encourage savings, education, and investment. Inherently, many tax policy choices involve trade-offs between equity and efficiency. The purpose of this course is to clarify the goals and possibilities of tax policy, mainly through an examination of U.S. federal tax policy (though the search for possible reforms may lead us to examine policies from other countries). The course will examine the choice of the tax base (income or consumption), portfolios of fiscal transfers in relation to the tax rate structure, the choice to tax corporate income separately from personal income, and a variety of specific tax policy issues (e.g., retirement saving, child care, the "marriage" tax, capital gains taxation, and the taxation of housing).

**Class Format:** discussion/seminar

**Requirements/Evaluation:** several shorter papers, a research paper, and final exam

**Prerequisites:** ECON 251 and preferably some familiarity with statistical analysis

**Enrollment Preferences:** senior Economics majors

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:**
- Division 2
- Quantitative/Formal Reasoning

**Writing Intensive:**
- POEC U.S. Political Economy + Public Policy Course

**Not Offered Academic Year 2017**

**LEC Instructor:** Sara LaLumia

**ECON 352(S) Financial Development and Regulation**

Crosslistings: ECON 352/POEC 352

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government’s role as agent, supervisor, or regulator, and market forces and their own role. In this final part, we will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** midterm, participation in class discussion and debates, and a final research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor’s permission

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Distributional Requirements:**
- Division 2

**Other Attributes:**
- POEC International Political Economy Courses

**Not Offered Academic Year 2017**

**SEM Instructor:** Peter Pedroni

**ECON 357(S) The Economics of Higher Education**

This tutorial will utilize economic theory and econometric methods to understand the various issues pertaining to the economics of colleges and universities. In particular, we’ll discuss the logic of non-profit enterprises, the microstructure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the dynamic features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.

**Class Format:** tutorial; will meet weekly in groups of two

**Requirements/Evaluation:** evaluation will be based on six 5- to 7-page papers and on the quality of the student’s oral presentations and commentary on the work of his/her colleagues

**Extra Info:** not available for the fifth course option

**Prerequisites:** ECON 251 and 255 or STAT 346 or permission of instructor

**Enrollment Preferences:** Economics majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**
- Division 2

**Not Offered Academic Year 2017**

**TUT Section:** T1 TBA Instructor: David Zimmerman

**ECON 358 International Trade**

**Crosslistings:** ECON 515/ECON 359

This class will examine the causes and consequences of globalization. We will consider the classic models of international trade and discuss the empirical relevance of these theories. Other global forces such as immigration, foreign direct investment, offshoring, trade policies, and trade agreements will also be examined. Throughout the course we will focus on the factors driving globalization as well as the welfare and distributional implications.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** problems sets, short essays, midterm, and final exam

**Prerequisites:** ECON 251 and ECON 255

**Enrollment Preferences:** senior Economics majors

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:**
- Division 2

**Other Attributes:**
- POEC International Political Economy Courses

**Not Offered Academic Year 2017**

**SEM**
rate regimes, capital account regimes, and various types of fiscal policy institutions and policy regimes, including fiscal rules.

**Class Format**: lecture

**Requirements/Evaluation**: two midterms and a final project

**Extra Info**: not available for the fifth course option

**Prerequisites**: ECON 505; undergraduate enrollment limited and requires instructor's permission

**Expected Class Size**: 25-30

**Distributional Requirements**: Division 2

**Other Attributes**: GBST Economic Development Studies Electives

POEC International Political Economy Courses

**Spring 2017**

SEM Section: 01  MWF 08:30 AM 09:45 AM  Instructor: Peter Montiel

**ECON 360 International Monetary Economics**

This course studies the macroeconomic behavior of economies that trade both goods and assets with other economies; international financial transactions, especially the buying and selling of foreign money, the role of central banks and private speculators in determining exchange rates and interest rates, and the effects of international transactions on the overall performance of an open economy. Additional topics may include the "asset market approach" to exchange rate determination, the nature and purpose of certain international institutions, and important current events.

**Class Format**: lecture

**Requirements/Evaluation**: for first semester: two hour tests and a choice between a 10-page paper or a comprehensive final; requirements for second semester: two exams and a term paper

**Prerequisites**: ECON 251 and 252

**Enrollment Limit**: 25

**Expected Class Size**: 25

**Distributional Requirements**: Division 2

**Other Attributes**: GBST Economic Development Studies Electives

POEC International Political Economy Courses

**Not Offered Academic Year 2017**

**LEC**

**ECON 361 Political Economy and Economic Development**

**Crosslistings**: ECON 361/ECON 524

This course is intended as an introduction to the newly emerging field of political economy of institutions and development. Key questions of interest include how voters behave and how this affects policy and economic outcomes; the nature, evolution and economic implication of corruption, and how it can be controlled; and the economics of conflict. The goal of the course is both to provide students of a sense of the frontier research topics in political economy in developing countries and to introduce them to the methodologies used to investigate these topics.

**Class Format**: lecture/discussion

**Requirements/Evaluation**: problem sets, quizzes, presentation, final exam

**Extra Info**: may not be taken on a pass/fail basis

**Prerequisites**: ECON 110 and (ECON 255 or STAT 346) or permission of instructor

**Enrollment Preferences**: junior and senior majors

**Enrollment Limit**: 25

**Expected Class Size**: 25

**Distributional Requirements**: Division 2

**Other Attributes**: POEC Comparative POEC/Public Policy Courses

**Not Offered Academic Year 2017**

**LEC**  Instructor: Jessica Leight

**ECON 362(F) Global Competitive Strategies**

This course maintains an IO perspective, acknowledging the centrality of large, multinational firms in determining the pattern and success of a nation's international economic activities (which include, but are not limited to, a wide range of licensing, trade, and diverse configurations of foreign direct investment activities, and their implications for employment, profitability, and social welfare at home and abroad.) In this sense, we depart from international economic approaches that focus foremost on the ways in which a country's factor endowments, domestic market characteristics, and government policies promote or impede such activities, although in our treatment we do not neglect these factors, but treat them as constraints upon, or resources supporting, the optimizing behaviors of large firms. During and following a case-based module in which we learn and simulate the strategic decision processes used by executives of multinationals, we examine the actual trade and investment decisions of those firms, compare them to the predictions of international trade and IO theories, and seek to explain divergences where they are identified. Throughout, competitive strategies of domestic and foreign rivals in markets around the world are explored. As well, the types and efficacy of various government policies, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? Second, it analyzes the role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies effect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?

**Class Format**: lecture and discussion

**Requirements/Evaluation**: problem sets, midterm, a debate and/or presentation, and a final exam

**Prerequisites**: ECON 252

**Enrollment Preferences**: Economics majors

**Enrollment Limit**: 25

**Expected Class Size**: 25

**Distributional Requirements**: Division 2

**Not Offered Academic Year 2017**

**LEC**  Instructor: Kenneth Kuttner

**ECON 364(F) Theory of Asset Pricing (Q)**

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

**Class Format**: lecture

**Requirements/Evaluation**: problem sets and exams

**Extra Info**: may not be taken on a pass/fail basis

**Prerequisites**: ECON 251 or ECON 252; and ECON 255 or STAT 201

**Enrollment Limit**: 25

**Expected Class Size**: 25

**Distributional Requirements**: Division 2

**Other Attributes**: Quantitative/Formal Reasoning

**Fall 2016**

**LEC Section**: 01  TR 08:30 AM 09:45 AM  Instructor: Greg Phelan

**ECON 366(S) International Trade and Development**

**Crosslistings**: ECON 516/ECON 366

This course examines the theories and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, immigration, brain drain, and remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource course, and trade agreements.

**Class Format**: lecture/discussion

**Requirements/Evaluation**: problem sets, midterm, presentation, and final exam

**Prerequisites**: ECON 251 and ECON 255

**Enrollment Preferences**: undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit**: 19

**Expected Class Size**: 19

**Distributional Requirements**: Division 2

**Other Attributes**: GBST Economic Development Studies Electives

POEC International Political Economy Courses

**Spring 2017**

**SEM Section**: 01  TR 08:30 AM 09:45 AM  Instructor: Will Olney

**ECON 363 Money and Banking**

This course first explores the role of the financial system and financial markets, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? Second, it analyzes the role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies effect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?

**Class Format**: lecture and discussion

**Requirements/Evaluation**: written cases; class participation; a mid-term exam; and a final paper or exam

**Prerequisites**: ECON 251

**Enrollment Preferences**: senior Economics majors

**Enrollment Limit**: 25

**Expected Class Size**: 25

**Distributional Requirements**: Division 2

**Other Attributes**: GBST Economic Development Studies Electives

POEC International Political Economy Courses

**Fall 2016**

**LEC Section**: 01  M 07:00 PM 09:40 PM  Instructor: Michael Fortunato

**ECON 365 Economic Development**

This course maintains an IO perspective, acknowledging the centrality of large, multinational firms in determining the pattern and success of a nation's international economic activities (which include, but are not limited to, a wide range of licensing, trade, and diverse configurations of foreign direct investment activities, and their implications for employment, profitability, and social welfare at home and abroad.) In this sense, we depart from international economic approaches that focus foremost on the ways in which a country's factor endowments, domestic market characteristics, and government policies promote or impede such activities, although in our treatment we do not neglect these factors, but treat them as constraints upon, or resources supporting, the optimizing behaviors of large firms. During and following a case-based module in which we learn and simulate the strategic decision processes used by executives of multinationals, we examine the actual trade and investment decisions of those firms, compare them to the predictions of international trade and IO theories, and seek to explain divergences where they are identified. Throughout, competitive strategies of domestic and foreign rivals in markets around the world are explored. As well, the types and efficacy of various government policies, and how they interact with the economy. What does finance do? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? Second, it analyzes the role of the central bank and the conduct of monetary policy. How do central banks set monetary policy and how do those policies effect the economy? How does monetary policy change when interest rates are (virtually) zero? Third, it studies the complexities associated with managing and regulating modern financial instruments and markets. Why are financial crises so common, and why has regulation not succeeded in preventing them?

**Class Format**: lecture and discussion

**Requirements/Evaluation**: written cases; class participation; a mid-term exam; and a final paper or exam

**Prerequisites**: ECON 251

**Enrollment Preferences**: senior Economics majors

**Enrollment Limit**: 25

**Expected Class Size**: 25

**Distributional Requirements**: Division 2

**Other Attributes**: GBST Economic Development Studies Electives

POEC International Political Economy Courses
ECON 372(S) Incentives and Development Policy
Crosslistings: ECON 521/ECON 372

Why isn't the whole world developed? This course (and instructor) is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, microfinance, climate treaties and ethnic violence will be studied using a unified framework. Note: this course was developed to address issues that arise in the countries represented at the CDE.

Class Format: seminar
Requirements/Evaluation: two hour-long tests and a final policy project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: undergraduate enrollment limited and requires instructor's permission
Enrollment Preferences: intended for CDE Fellows
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Ashok Rai

ECON 374(T) Poverty and Public Policy (W)
Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include safety net programs (Aid to Families with Dependent Children/Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program/Food Stamps, Medicaid/Children's Health Insurance Program, and housing assistance), education programs (Head Start and public primary and secondary education), and parts of the tax code (the Earned Income Tax Credit). We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy: Does the policy achieve its goals? Does the design of the policy lead to unintended effects (either good or bad)? Could it be redesigned to achieve its goals in a more cost-effective manner? Through in-depth study of these programs, we hope to learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 253 or ECON 255 or STAT 346 or permission of instructor
Enrollment Preferences: Economics majors, Political Economy majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: JLST Interdepartmental Electives
POEC U.S. Political Economy + Public Policy Course

Spring 2017
LEC Instructor: Steven Nafziger
TUT Section: T1 TBA Instructor: Lara Shore-Sheppard

ECON 377 Inspiration/Perspiration: The Economics of Innovation and Technological Change
From agriculture, to the steam engine, to modern biotechnology, technological change drives economic growth and rising living standards. Whether we are talking about great inventions or small inventions, the tools of economics can help us understand how new technologies emerge, spread, and become obsolete. In this course, we will first take a microeconomic approach to examining the creation of new knowledge, the translation of ideas into practical applications, and the adoption of new technologies by producers and consumers. We will study the incentives that potential innovators face, how these are affected by patents and other forms of intellectual property rights, and how different market structures can influence the resulting trajectory of technological change and utilization. We will also confront the macroeconomic implications of innovation, and discuss how government policies can foster technological change and address its consequences. Throughout the course, we will explore historical and contemporary case studies of the creation, exploitation, and consequences of innovation.

Class Format: lecture
Requirements/Evaluation: reading responses, problem sets, quizzes, class discussions, two small research projects; students will undertake a group project and write their own 8- to 10-page research paper on the economics of a particular innovation of their choosing
Prerequisites: ECON 251 and (ECON 255 or POEC 253 or STAT 346)
Enrollment Preferences: junior and senior Economics majors
Enrollment Limit: 25
Expected Class Size: 25

Distributional Requirements:
Division 2

Not Offered Academic Year 2017
LEC Instructor: Steven Nafziger

ECON 378(F) Long-Run Perspectives on Economic Growth (Q)
The world today is characterized by vast differences in the standard of living, with about a 30-fold difference in per-capita incomes between the poorest country and the most affluent. What explanations do long-run growth economists have to offer for these differences in levels of prosperity across nations? Are the explanations to be found in underlying differences between countries over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have "deep" historically-rooted origins, what scope exists for policies to reduce global inequality today? Can we expect global inequality to be reduced gradually over time, through natural processes of economic development, or are they likely to persist unless action is taken to reduce them? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficiency for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the long-lasting effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the genetic composition of human populations across the globe.

Class Format: lecture/discussion
Requirements/Evaluation: at least one exam, a research paper and a class presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and ECON 252 or permission of instructor, prior exposure to econometrics (either ECON 255 or STAT 346) is highly recommended but not essential
Enrollment Preferences: junior and senior Economics majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Quamrul Ashraf

ECON 379(S) Program Evaluation for International Development (Q)
Crosslistings: ECON 523/ECON 379
Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering impact evaluation, estimation, analysis, and interpretation. You will learn to be an active reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

Class Format: seminar
Requirements/Evaluation: problem sets, midterm exam and one 7- to 10-page essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one program economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)
Enrollment Preferences: CDE Students, but undergraduates with the prerequisites are welcome
Enrollment Limit:
Expected Class Size: 20
Distributional Requirements: Division 2
Quantitative/Formal Reasoning
Other Attributes: PHLH Methods in Public Health

Spring 2017
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Susan Godlonton

ECON 380 Population Economics
Crosslistings: ECON 380/ECON 519
This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to form an understanding of the cross-temporal trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the
economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

Class Format: lecture/discussion
Requirements/Evaluation: at least one exam, a research paper and a class presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of instructor
Enrollment Preferences: Economics majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: PHLH Social Determinants of Health
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017

LEC  Instructor: Lucie Schmidt

ECON 381(S) Global Health Policy Challenges (Q)

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty, prevent them from engaging in economic growth. This course will be structured around major global health challenges, including maternal health, HIV/AIDS, tuberculosis, malaria, diarrheal disease, nutritional deficiencies and obesity. For each topic, we will first examine the prevalence of the problem. Then, we will turn to the evidence about the costs, benefits, and effectiveness of existing policy solutions. Finally, we will use this information to debate policy alternatives and develop policy recommendations that take into account budgetary, political, and social constraints.

Class Format: lecture
Requirements/Evaluation: three policy memoranda, a midterm exam and a substantive research paper that includes some analysis of existing data
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 and (POEC 253 or ECON 255 or STAT 346) or permission of instructor
Enrollment Preferences: seniors and juniors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Quantitative/Formal Reasoning
Other Attributes: PHLH Decision-Making by Institutions + Individuals
POEC Comparative POEC/Public Policy Courses

Spring 2017
LEC Section: 01  MW 08:30 AM 09:45 AM  Instructor: Susan Godlonton

ECON 383 Cities, Regions and the Economy

Cities and urbanization can have significant impacts on the economy. In many developed economies, a process of regional decline is associated with older, industrial cities. In developing countries, the process of economic growth is generally associated with increasing urbanization. Urbanization, with its increasing centralization of population and production, puts particular pressure on markets to allocate resources for provision of land, housing, transportation, labor and public goods. Urbanization can alter the productivity of land, labor, and capital in ways that can improve the welfare of residents and the performance of the broader economy. In this course we will examine these conflicting economic forces and examine some recent research that contributes to our understanding of the difference between regional growth and decline, and the role that the urban structure plays in these processes. We will examine the function of land, housing, transportation, and labor markets in the urban context, and the scope for public policies to improve the performance of the regional economy.

Class Format: lecture/discussion
Requirements/Evaluation: two midterms and a research paper
Prerequisites: ECON 251
Enrollment Preferences: seniors and juniors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Quantitative/Formal Reasoning
Other Attributes: AMST Space and Place Electives
ENVP PE-A Group Electives
ENVP SC-A Group Electives
GBST Urbanizing World Electives
POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2017
LEC  Instructor: Stephen Sheppard

ECON 384(S) Corporate Finance (Q)

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate risk management, corporate governance and corporate restructuring, such as mergers and acquisitions.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exam and a group project
Prerequisites: ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)
Enrollment Preferences: senior Economics majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Quantitative/Formal Reasoning

Spring 2017
LEC Section: 01  MW 08:30 AM 09:45 AM  Instructor: William Gentry

ECON 385(S) Games and Information (Q)

This course is a mathematical introduction to strategic thinking and its applications. Ideas such as Nash equilibrium, commitment, credibility, repeated games, incentives and signaling are discussed. Examples are drawn from economics, politics, history and everyday campus life.

Class Format: lecture/discussion
Requirements/Evaluation: exams, problem sets and a substantial final project that involves a real-world situation as a game
Extra Info: Students who have taken Math 335 cannot receive credit for this course may not be taken on a pass/fail basis
Prerequisites: ECON 251 and MATH 150, or permission of instructor
Enrollment Preferences: juniors and seniors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Quantitative/Formal Reasoning

Spring 2017
LEC Section: 01  TF 01:10 PM 02:25 PM  Instructor: Ashok Rai

ECON 386 Environmental and Natural Resource Policy (Q)

Crosslistings: ECON 386/ENVI 386/ECON 516

Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be bribed or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. What if environmental regulation only benefits the wealthiest people in a country? We will also examine the environmental consequences of policies aimed at other problems, like poverty and low education.

Class Format: seminar
Requirements/Evaluation: problem sets, paper, brief presentation, a midterm, and a final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Preferences: senior Economic majors and CDE fellows
Enrollment Limit: 25
Expected Class Size: 20
Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements: Division 2
Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017

SEM

ECON 387(S) Economics of Climate Change (Q)

Crosslistings: ECON 387/ECON 522/ENVI 387

This course introduces the economic view of climate change, including both theory and examples. Given the substantial use, inputs implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both wealthy and poor countries. Next we will study adaptation, including capital investments and behavioral changes, and insurance. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. What is the socially optimal amount of climate change?
difficulties? In considering policy, we will employ not only theoretical
predictions, but also the growing body of evidence from attempts to regulate
GHGs. Examples include China’s pilot cap-and-trade programs, the EU ETS,
and the US Clean Power Plan. We will pay particular attention to the political
economy of regulation and ways in which policy results have departed from
theoretical predictions. Finally, we will discuss the political economy of
tackling climate change, pointing out questions on which economic theory
provides little guidance.

Class Format: lecture
Requirements/Evaluation: weekly problem sets, one or two midterms, final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Preferences: senior Economic majors and CDE fellows
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements:
Division 2
Quantitative/Formal Reasoning
Other Attributes:
ENVI Environmental Policy
ENVP PT, Theory/Method Courses
ENVP P-T, Group Electives
ENVP PT-A Group Electives
ENVP SC-A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses

Spring 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Matthew Gibson

ECON 388 Urbanization and Development
Crosslistings: ECON 388/ECON 517/ENVI 388
At current rates of growth, the combined population of urban areas in
developing countries will double in the next 30 years. The land area devoted
to urban use is expected to double even more quickly. The costs of providing
housing and infrastructure to accommodate this growth are enormous, but the
failures of housing development are even larger. The decisions made in response to
these challenges will affect the performance of these countries and the health and welfare of
the urban residents. By affecting global patterns of energy use, these decisions will have
broader impacts on the entire planet. This course will focus on these challenges.
What are the economic forces that drive the process of urbanization, and how does the level of urbanization affect economic
development? How are policies towards housing, transportation, public finance and development affected by urbanization? What policy choices are available, and which are most likely to succeed in dealing with the challenges of urban growth?

Class Format: lecture/discussion
Requirements/Evaluation: a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data
Prerequisites: ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
AMST Space and Place Electives
ENVI Environmental Policy
GBST Urbanizing World Electives
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017
LEC Instructor: Stephen Sheppard

ECON 389(S) Tax Policy in Emerging Markets (Q)
Crosslistings: ECON 514/ECON 389
Taxes are half of what government does. So if you are interested in what
government policy can do to promote efficiency, equity, and economic
development, you should be interested in tax policy. Governments must raise
tax revenue to finance critical public goods, address other market failures and
distributional issues, and to avoid problems with debt and inflation. Taxes
typically take up anywhere from ten to fifty percent of a country’s income, they
profoundly shape the incentives to undertake all varieties of economic activity,
and the government expenditures that they finance have potentially large
consequences for human welfare. So the stakes involved in improving tax
policy are quite large. All of these issues are of great importance in emerging
markets (developing and transition economies), but in these nations taxation is
especially challenging because of serious problems with tax evasion and
administration. This class provides an in-depth exploration of tax policy, with
an emphasis on the challenges and issues most relevant in emerging markets.
Topics addressed in the class include: how basic economic principles can be
applied to help one think about the efficiency and equity consequences of tax
policies; how personal income taxes, corporate income taxes, and value-
added taxes are designed and administered and how they influence the
economy; ideas for fundamental reforms of these taxes; theory and evidence
in the debate over progressive taxes versus “flat” taxes; how various elements of
tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the
design of tax policy; tax holidays and other special tax incentives for
investment; empirical evidence on the influence of taxes on economic growth,
foreign direct investment, labor supply, and tax evasion; tax policy towards
natural resources such as minerals and oil; case studies of efforts to reform
tax administration and reduce tax evasion and corruption; taxes on land and
property; taxes on imports and exports; presumptive taxation; and the informal
economy and its implications for tax policy.

Class Format: seminar
Requirements/Evaluation: midterm exam, problem sets, two 7- to 10-page essays
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502 or 503); students who have previously taken ECON 351 will not be enrolled
Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome
Enrollment Limit: 15
Expected Class Size: 15-19
Distributional Requirements:
Division 2
Quantitative/Formal Reasoning
Other Attributes:
POEC Comparative POEC/Public Policy Courses
POEC International Political Economy Courses

Spring 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Jon Bakija

ECON 390T Financial Crises: Causes and Cures (W)
Crosslistings: ECON 390/ECON 536
Financial crises have been with us for as long as banking has existed. What are crises such as a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and
swindles, especially when these spillover to the broader macroeconomy; the
role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Class Format: tutorial
Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 252 and 255
Enrollment Preferences: Economics majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017
TUT Instructor: Gerard Caprio

ECON 391(F) Economic Analysis of Housing Markets (W)
Housing is one of the most basic of human needs and the housing market is
one of the largest, most important and most heavily regulated markets in
economic analysis around the world. At various times economists, policy
makers and the general public have regarded the housing market as irrational
and malfunctioning in a variety of ways. Why? In this course we will explore
and analyze the workings of the housing market. In what ways can housing and housing
conditions serve as an indicator of quality of life? How do housing markets
affect the sustainability of cities? These and other questions will be the focus of reading and discussion for the course.

Class Format: tutorial
Requirements/Evaluation: each student will write a paper every other week, and comment on his/her partner's work in the other weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and 255 or permission of instructor
Enrollment Preferences: Economics majors
Enrollment Limit: 25
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive

Fall 2016
TUT Section: T1 Cancelled

ECON 393 International Macroeconomics
This model based course examines the workings and interactions among
national economies in the global arena and the implications for
macroeconomic policy analysis. Topics include analysis of international
financial asset markets, international capital flows and the transmission of
business cycles internationally. A series of both factual and counterfactual
ECON 394(F) European Economic History
Economic history directly informs our understanding of the process of economic development. In this mind, this course will explore a series of questions related to the economic development of Europe from the early modern period until today. Why did modern economic growth first occur in Europe, and not in China or the Middle East? Why did the Industrial Revolution occur in Britain and not France? What was the role of colonialism in the acceleration of European growth? What explains the rise and fall of the Soviet economy? What are the causes and consequences of European economic integration since World War II? To answer these and other questions, we will investigate how institutional changes, the evolution of technology, aspects of globalization, and various forms of government intervention have impacted economic growth and living standards in European history, and how those developments have affected the rest of the world. Drawing on a wide variety of empirical and theoretical readings, the course will focus on how economic historians marshal evidence and construct arguments in ways that borrow from and contribute to other fields of economics.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, reading responses, short assignments, and a final research paper
Prerequisites: ECON 251 or ECON 252 AND (ECON 255 or POEC 253 or STAT 346)
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

Fall 2016
LEC Section: 01 Cancelled

ECON 397(S) Independent Study: Economics
Students 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.

Class Format: independent study
Prerequisites: consent of an instructor and of the department chair
Dept. Notes: with permission of the department, an approved project may count as one of the two advanced electives required for the major
Distributional Requirements: Division 2

Spring 2017
IND Section: 01 TBA Instructor: Kenneth Kuttner

ECON 451(F) Topics in Macroeconomics
This seminar explores some of the central topics in macroeconomics, including economic growth, saving and investment, business cycle fluctuations, monetary policy, and financial crises. The first part of the course focuses on long-run economic growth. Using economic theory and evidence, we will attempt to answer some of the most important questions in all of economics. Why are some countries poor and other countries rich? What can governments do to achieve faster and environmentally sustainable rates of growth? What are the growth consequences of sustained budget deficits? Understanding the behavior of the economy in the long run is one of the key tasks of macroeconomics. But as we have seen during the recent financial crisis, the short run matters as well. In the second part of the class, we will turn our attention to economic downturns and financial crises. Using historical work on past crises and the accumulating evidence on the current one, we will study a host of short-run topics, including financial markets, the effectiveness of fiscal and monetary policies, consumer expectations, asset prices, employment, and productivity. Because this is an advanced class in macroeconomics, we will approach these issues as practicing economists working with the best possible models and empirical techniques. Students will have the opportunity to apply these methods in a required end-term research paper.

Class Format: seminar
Requirements/Evaluation: midterm, final, class participation and research paper
Prerequisites: ECON 251, ECON 252, and (ECON 255 or STAT 346)
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

Fall 2016
SEM Section: 01 Cancelled

ECON 453 Research in Labor Economics (Q)
The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subject, students will be expected to analyze data as well as study the empirical work of others.

Class Format: seminar
Requirements/Evaluation: a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 and ECON 255 or POEC 253
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017
SEM Instructor: Lara Shore-Sheppard

ECON 455 Research in Economic History
Historical approaches to understanding economic development and current economic policy issues are increasingly in vogue. This seminar will focus on how economic historians have marshaled evidence and utilize the empirical tools of economics to investigate questions of a historical nature that often have direct implications for modern society. Possible topics to be covered include the role of political change in economic development, trade and migration, education and human capital accumulation, technology and innovation, and the evolution and workings of domestic and global factor markets. Students will be expected to not only analyze recent scholarship in economic history, but they will also produce and present their own original research over the semester.

Class Format: seminar
Requirements/Evaluation: short reading responses and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original research paper (written in stages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 and (ECON 255 or POEC 253 or STAT 346)
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017
SEM Instructor: Steven Naftziger

ECON 456 Income Distribution
This course examines the distribution of income in the U.S., with emphasis on how it is affected by taxes, transfers, and other government programs. Questions to be addressed may include the following: How have wage inequality and the skill premium evolved over time? What factors explain a rising skill premium? How does income differ with race and gender? How is poverty measured, and what are the factors associated with living in poverty? How do government programs change the distribution of income? How much income mobility is there across generations? Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.

Class Format: discussion/seminar
ECON 457(S) Public Economics Research Seminar
In this class, students will learn how to read, critically evaluate, and begin to produce empirical research on important and interesting public policy questions. Topics will be selected from across the spectrum of public economics issues and may vary from year to year. Examples of specific topics that may be covered include education, environmental policy, taxation, income inequality, anti-poverty policy, health care policy, the economics of crime and corruption, and the implications of behavioral economics and psychology for public policy (we will typically only cover a subset of these topics). Applications will be drawn mostly from the United States but we will also consider some issues and evidence from other industrialized and developing countries. The course will especially emphasize the critical analysis of empirical evidence on public policy questions.

Class Format: a mix of lecture, seminar discussion, and time in a computer lab learning to work with data and estimate econometric models

Requirements/Evaluation: a 15- to 20-page research paper (written in stages) that is a combination of a research proposal and an original empirical analysis of data, a series of short papers and empirical exercises, and regular constructive contributions to class discussion

Prerequisites: ECON 255, ECON 251, and ECON 120

Enrollment Preferences: senior Economics majors

Enrollment Limit: 19

Expected Class Size: 19

Dept. Notes: ideal preparation for seniors (or juniors, if offered in the spring) interested in writing an ECON thesis, or for students who want a taste of the kind of original empirical research one would do for a thesis without actually having to commit to a thesis

Distributional Requirements:
Division 2

ECON 459 Economics of Institutions (Q) (W)
This course is an introduction to the economic development of China in the post-1978 period. It seeks to provide an overview of the process by which China grew from an economic backwater to the second largest economy in the world, with a particular focus on rural development and the growing gap between rural and urban incomes; human capital and education; and health and gender in the Chinese context. In addition, the course has the goal of familiarizing students with current economics research on Chinese topics and enabling them to be informed consumers of this research.

Class Format: seminar

Requirements/Evaluation: in-class quizzes, literature critique, individual project comprising a presentation and final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251 and 255

Enrollment Preferences: senior Economics majors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:
Division 2

ECON 460 Economic Development of China Crosslistings: ECON 460/ASST 460
This course is an introduction to the economic development of China in the post-1978 period. It seeks to provide an overview of the process by which China grew from an economic backwater to the second largest economy in the world, with a particular focus on rural development and the growing gap between rural and urban incomes; human capital and education; and health and gender in the Chinese context. In addition, the course has the goal of familiarizing students with current economics research on Chinese topics and enabling them to be informed consumers of this research.

Class Format: seminar

Requirements/Evaluation: in-class quizzes, literature critique, individual project comprising a presentation and final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 251 and 255

Enrollment Preferences: senior Economics majors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:
Division 2

ECON 461 Computable General Equilibrium (CGE) Modeling Crosslistings: ECON 461/ECON 526
The Computable General Equilibrium (CGE) model is an important tool for applied policy work. CGE models are the primary tool for many government organizations when evaluating policy alternatives and are also used extensively by various NGO’s when deciding aid and policy recommendations. The great advantage of these models is that they capture the general equilibrium feedback effects of policy proposals on various sectors of the economy. This is of great importance to applied work, as this allows the identification of the winners and losers from potential policies. The class will begin with a general overview of CGE models. This overview will be rigorous and mathematical. This course will use the free programming package GAMS and MPSGE to implement various CGE models using real world data. While no previous computer experience is required, some familiarity with Excel is recommended. During the latter part of the course, students will create a CGE model for a country of their choice and conduct policy experiments using their model. Interested students could continue this project as a potential thesis topic.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on problem sets, two midterms, final project and presentation

Prerequisites: MATH 150 and ECON 251

Enrollment Preferences: senior Economics majors and CDE fellows

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:
Division 2
ECON 463(S) Financial History (W)
What can we learn from financial history to understand the successes and failures of finance today, and how finance and politics interact? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the U.S.; the relationship between finance and government, and the extent to which it has changed over time; the lessons from early asset bubbles for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today.

The course also examines the tools that were developed in earlier epochs to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation.

Class Format: seminar
Requirements/Evaluation: evaluation will consist either of 6 short papers or 3 short papers and one research paper (student choice), at least one oral presentation, and contributions to class discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251, ECON 252, and (ECON 255 or STAT 346)
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive

Spring 2017
SEM Section: 01  TF 02:35 PM 03:50 PM  Instructor: Gerard Caprio

ECON 465(F) Pollution and the Labor Market
If your home town has polluted air, does that reduce your wage? Do you work less? Are you less likely to finish high school? These are specific versions of an important general question: how does pollution affect labor market outcomes? The answer matters for individual decisions (where to live) and government policies (air pollution regulations). This seminar begins from theories of optimizing worker behavior in the presence of pollution. Building on this foundation we will critically evaluate new empirical research into the impacts of pollution on human capital, labor supply, and productivity. We will also study the impact of pollution regulations on wages and employment. Included papers will cover both developed and developing countries.

Class Format: seminar
Requirements/Evaluation: class discussion, presentation of reading, 15- to 20-page empirical paper (written in stages) and accompanying short presentation
Extra Info: not available for the fifth course option
Prerequisites: ECON 251 and ECON 255
Enrollment Preferences: Economics majors, seniority
Enrollment Limit: 15
Expected Class Size: 15
Dept. Notes: STAT 201/346 acceptable in place of ECON 255 prerequisite with instructor permission
Distributional Requirements: Division 2

ECON 467T Development Successes (W)
Crosslistings: ECON 467/ECON 531
Although living standards in most of the developing world have increased noticeably behind those of the rich industrial countries, a relatively small number of countries that were quite poor in the middle of the last century have achieved dramatic improvements in their incomes since then. These development successes include countries such as Japan, the four dragons (Hong Kong, Korea, Singapore, and Taiwan), the MIT economies (Malaysia, Indonesia, and Thailand), the Asian giants of China and India, the MINT economies (Mexico, Indonesia, and Thailand), the Asian giants of China and India, as well as non-Asian economies as diverse as Botswana, Chile, and Turkey. This tutorial will explore why these countries have apparently succeeded where many other poor countries have failed. A particular focus of the course will be on extracting insights from the experiences of these success cases about the broad development strategies that have been advocated over the past 50 years by scholars as well as by the international financial institutions.

Class Format: tutorial
Requirements/Evaluation: studies will write five papers during the term, and prepare and deliver formal comments on five papers written by other students
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 204 or 501
Enrollment Preferences: senior Economics majors
Enrollment Limit: 10
Expected Class Size: 10

ECON 468 Your Money or Your Life: Health Disparities in the United States
A 25-year-old man living in a high-income household can expect to live 10 years longer than his low-income counterpart. There are also stark differences in mortality and health by education, employment status, race, immigrant status, region, and gender. This course will explore many of the potential explanations for health disparities, including access to insurance and health care, health behaviors, stress, environmental exposure, and intergenerational transmission of health. We will emphasize causal inference and focus on assessing the quality of evidence. We will also investigate how government policies contribute to or ameliorate health disparities in the U.S.

Class Format: seminar, including frequent small group meetings, a computer lab, and a poverty simulation
Requirements/Evaluation: evaluation includes class discussion, oral presentations, 4-6 short response papers, two 5-page critiques of published articles, and one 15-page original empirical research paper
Prerequisites: ECON 251 and ECON 255 or equivalent, or permission of instructor
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

ECON 470(S) The Indian Economy: Development and Social Justice (D)
The Indian economy has grown rapidly in the last two decades, but poverty has declined relatively slowly. Is this the persistence of long-standing historical disadvantages such as those faced by Scheduled Castes and Tribes? Does this reflect failures in policy, in areas such trade or labor law? Or is the quality of governance, especially the level of corruption, primarily to blame?

We will use the traditional theoretical and quantitative methods of an economist to consider these questions, and, consistent with the goals of the Exploring Diversity Initiative, consider how they are shaped by power, privilege, and the social location of the narrator.

Class Format: seminar
Requirements/Evaluation: five short response papers (5 pages), and empirical research project
Prerequisites: ECON 251 and 255, or equivalent, or permission of instructor
Enrollment Preferences: junior and senior majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Exploring Diversity

ECON 471(F) Topics in Advanced Econometrics (Q)
The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and cointegration analysis, both in conventional time series and panel time series which contain spatial dimensions. The course is Well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development. It is also well suited for students majoring in economics, statistics or mathematics who simply wish to expand their econometrics training and understanding to a more advanced level, or wish to pursue an econ honors thesis in econometrics.

Class Format: seminar
Requirements/Evaluation: periodic homework assignments, midterm exam, term paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 252 and ECON 255 (or equivalent)
Enrollment Preferences: students with strong math backgrounds, and to students interested in writing an honors thesis
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2

Quantitative/Formal Reasoning
ECON 472(F) Macroeconomic Instability and Financial Markets (Q)
This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on problem sets, exams, and potentially student presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and ECON 252
Enrollment Preferences: Economics majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Quantitative/Formal Reasoning

ECON 473 Microfinance (D) (Q)
Crosslistings: ECON 473/ECON 520
Unequal access to finance (loans, savings, insurance) contributes to the persistence of poverty in developing countries. We review evidence that the entrepreneurial poor lack access to loans, and discuss how repayments can be enforced even when borrowers do not have collateral. We discuss how recent innovations in micro-insurance can reduce vulnerability. We will study the role of governments and donors in equalizing financial access through subsidies or targeting. Finally, we shall explore how microfinance can empower women within the household. Readings include current empirical microeconomics textbooks, including how these differences add to our understanding of the psychological processes that underlie economics. The material will also introduce the many methods that behavioral economists use in order to empirically verify these models, including laboratory experiments, biological measures (e.g. fMRI), field experiments, and observational data. Class discussions will cover applications of these behavioral models to many disparate contexts such as consumer marketing, public sector policy, asset markets, and managerial decision-making. Students will be expected to analyze academic papers that are appropriate for advanced undergraduate economics students.
Class Format: seminar
Requirements/Evaluation: an original research paper, multiple short writing assignments, oral presentation(s), class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251 and (ECON 255 or STAT 346)
Enrollment Preferences: Economics majors, Economics and Psychology double majors, seniority
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2

Fall 2016
SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Matthew Chao
ECON 477(S) Economics of Environmental Behavior (Q)
Crosslistings: ECON 477/ENVI 376
A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary programs, and boycotts and divestment.
Class Format: seminar
Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 and (ECON 255 or STAT 346)
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
POEC Comparative POEC/Public Policy Courses

Spring 2017
SEM Section: 01  MWF 08:30 AM 09:45 AM  Instructor: Sarah Jacobson
ECON 493(F) Honors Thesis: Economics
This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet 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/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.
Class Format: independent study
Prerequisites: admission by the department; required for honors in Economics unless a student writes a year-long thesis
Distributional Requirements: Division 2

Fall 2016
HON Section: 01  TBA  Instructor: Kenneth Kuttner
ECON 492(S) Honors Seminar: Economics
This course is a research seminar for candidates for honors in economics. Each candidate prepares an honors thesis. Candidates will meet 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/her work at various stages for criticism by the group as a whole. Some work is required during the preceding semester.
Class Format: independent study
Prerequisites: admission by the department; required for honors in Economics unless a student writes a year-long thesis
Distributional Requirements: Division 2

Spring 2017
HON Section: 01  TBA  Instructor: Kenneth Kuttner
ECON 493(F) Honors Thesis: Economics
A year-long research project for those honors candidates admitted to this route to honors.
Class Format: independent study
ECON 494(S) Honors Thesis: Economics
A year-long research project for those honors candidates admitted to this route to honors.

Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Prerequisites: admission by the department in the spring of the junior year

Distributional Requirements:
Division 2

Spring 2017
HON Section: 01 TBA Instructor: Kenneth Kuttner

ECON 501(F) Economic Growth and Development
This course introduces some of the major theories and ideas about economic growth and development. Motivated by a number of stylized facts from cross-country data, we will begin by posing a series of questions: Why are some countries rich and others poor? Why have some countries grown at high rates over extended periods of time, while others have experienced little or no growth? Do all economies face comparable challenges to achieving sustained economic growth? Will poor countries catch up to rich countries or are they doomed to stagnate in a poverty trap? To answer these "big" questions, we will explore the underlying mechanisms of economic growth: What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? How important are technological differences across countries? How much significance should we ascribe to differences across countries in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore different theoretical and empirical strategies developed by economists to answer the question, ranging from formal models so as to provide explanations of what can go wrong when the government tries to create high quality public goods, to more informal models so as to explain how sometimes the government fails to deliver quality public goods and services. We will then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of "political decentralization"? What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we will consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, one 10-page paper, a midterm, and a final exam
Prerequisites: ECON 251, ECON 252, and (either ECON 255 or STAT 346); undergraduate enrollment limited and requires instructor's permission

Distributional Requirements:
Division 2

Other Attributes:
GBST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses

Fall 2016
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Quamrul Ashraf

ECON 502(F) Statistics/Econometrics
This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, midterm and final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 251, ECON 252, and (either ECON 255 or STAT 346); undergraduate enrollment limited and requires instructor's permission

Distributional Requirements:
Division 2

Enrollment Preferences: limited to CDE students

Fall 2016
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Lara Shore-Sheppard

ECON 503(F) Statistics/Econometrics: Advanced Section
The course introduces students to the statistical methods used by economists, including those studying policy questions. The focus is on applications. Students will also work with Stata, a software widely used by economists.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, midterm exam, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: admission depends on previous background in statistics and mathematics

Enrollment Preferences: limited to CDE students

Expected Class Size: 15

Distributional Requirements:
Division 2

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Kenneth Kuttner

ECON 504(F) Public Economics in Developing Countries
This course is about microeconomic and empirical analysis of government expenditure programs in developing and transitional countries. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what role should the government play in the economy" and "what is the right role for government?" The course begins by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, imperfect competition, and equity. We also consider cases that human behavior might deviate from perfect rationality, and what that might imply for policy. Along the way, we apply these concepts to various examples of policy issues, including, among other things, the environment, education, health, infrastructure, security, social insurance, and aid to the poor. We then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of "political decentralization"? What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, one 10-page paper, a midterm, and a final exam
Prerequisites: ECON 110; in addition, an empirical methods course (POEC 253, ECON 255, 502 or 505, or STAT 346) must be taken before or concurrently with this class; undergraduate enrollment limited and requires instructor's permission

Enrollment Limit: 35
Expected Class Size: 30-35

Distributional Requirements:
Division 2

Other Attributes:
GBST Economic Development Studies Electives
PHLH Decision-Making by Institutions + Individuals
POEC Comparative POEC/Public Policy Courses

Fall 2016
SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Jon Bakija

ECON 505(F) Developing Country Macroeconomics
The macroeconomic structures of developing countries tend to be very different from those in high-income countries, and their macroeconomic policy environments also differ in important ways from those in rich countries. This course is intended to introduce students to a set of models that is particularly suitable for analyzing macroeconomic performance in developing countries, as well as to some analytical tools that help us understand why such countries have often experienced a variety of macroeconomic crises, including sovereign debt, currency, and banking crises.

Class Format: lecture
Requirements/Evaluation: two hour tests and a comprehensive final exam
Extra Info: not available for the fifth course option
Prerequisites: ECON 251 and 252; undergraduate enrollment limited and requires instructor's permission

Expected Class Size: 25-30

Distributional Requirements:
Division 2

Other Attributes:
GBST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses

Fall 2016
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Peter Montiel

ECON 506(F) Fundamentals of Developing Country Macroeconomics
This is a practically oriented course in macroeconomic theory and policy. It begins with a review of core concepts and definitions. It then discusses the contributions of households and firms to aggregate production and spending. Next is an introduction to monetary and fiscal policy. It goes on to develop a complete macro model, which is then used to discuss some of the monetary, fiscal and exchange rate policy issues faced by developing and emerging market economies. The course is offered as an alternative to Econ 505 for those not intending to specialize in macroeconomics. Consequently, it does not qualify as a prerequisite for Econ 515.

Class Format: lecture
Requirements/Evaluation: two hour tests and a comprehensive final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; enrollment limited to CDE students

Enrollment Limit: none
Expected Class Size: 10

Distributional Requirements:
Division 2

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Kenneth Kuttner
ECON 510(S) Financial Development and Regulation

Crosslistings: ECON 510/ECON 352

This course focuses on the financial system and its role in economic development. The first part explores the functions of finance, how it contributes to growth, and reviews different models of financial sector development and their influence on how governments viewed the sector. It will examine how experiences with financial sector repression and subsequent liberalization, and investigate the causes and impact of financial crises. Then it will study how to make finance effective and how to prevent or minimize crises, analyzing government’s role as regulator, supervisor, standard setter, and enforcer of the law. The final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

Class Format: lecture/discussion
Requirements/Evaluation: midterm, participation in class discussion and debates, and a final research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: for undergraduates, POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses

Spring 2017
LEC Section: 01   MWF 11:00 AM 12:15 PM   Instructor: Gerard Caprio

ECON 511 Institutions and Governance

Over the last two decades economists have become increasingly aware of the importance of the “social infrastructure” at various levels of economic activity: capable and honest government officials must be available to formulate and implement policies, markets must be supported by suitable institutional frameworks, property rights must be secure, and contracts reliably enforced. Even the structure of the household, the smallest institution analyzed by economists, has been shown to have an important influence on economic development. This course will survey the growing literature on institutions and governance.

Class Format: lecture and discussion
Requirements/Evaluation: evaluation will be based on several short assignments, and a longer final paper
Prerequisites: at least one among POEC 253, ECON 255, 502, 503, or STAT 346; requires permission of instructor; students who have previously taken ECON 459 will not be enrolled
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017
SEM Instructor: Anand Swamy

ECON 513 Empirical Methods in Macroeconomics (Q)

Crosslistings: ECON 513/ECON 356

Macroeconomics and related fields in international finance and development have evolved specialized empirical techniques, known generally as macroeconometrics, which are designed to meet the practical challenges that the data and the empirical questions pose in these fields. The course will introduce the theory and application of these techniques, and students will learn how to implement these techniques using real world data to address practical questions drawn from the fields of macro, international finance and development. Topics to which these techniques will be applied include business cycle analysis, sources of exchange rate volatility and determinants of long run economic growth. The course is also available to undergraduates with permission of the instructor. Undergraduates with strong math backgrounds may wish to enroll directly in ECON 471 in lieu of this course. However, those seeking a transition course may wish to enroll in this course prior to taking ECON 471.

Class Format: seminar
Requirements/Evaluation: short empirical projects, midterm, term paper
Prerequisites: ECON 252, ECON 255 or equivalent, and ECON 393 (ECON 381 may substitute for 393); not open to students who have taken ECON 471
Enrollment Preferences: Economics majors and CDE fellows
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Quantitative/Formal Reasoning

Not Offered Academic Year 2017
SEM Instructor: Peter Pedroni

ECON 514(S) Tax Policy in Emerging Markets (Q)

Crosslistings: ECON 514/ECON 389

Taxes are half of what government does. So if you are interested in what government policy can do to promote efficiency, equity, and economic development, you should be interested in tax policy. Governments must raise tax revenue to finance critical public goods, address other market failures and distributional issues, and to avoid problems with debt and inflation. Taxes typically take up anywhere from ten to fifty percent of a country’s income, they profoundly affect the incentives to undertake all varieties of economic activity, and the government expenditures that they finance have potentially large consequences for human welfare. So the stakes involved in improving tax policy are quite large. All of these issues are of great importance in emerging markets (developing and transition economies), but in these nations taxation is especially challenging because of serious problems with tax evasion and administration. This course provides an in-depth exploration of tax policy, with an emphasis on the challenges and issues most relevant in emerging markets. Topics addressed in this class include: how basic economic principles can be applied to help one think about the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental reforms of these taxes; theory and evidence in the debate over progressive taxes versus “flat” taxes; how various elements of tax design affect incentives to save and invest; how market failures and administrative problems may influence the optimality of different tax policies; the implications of global capital flows and corporate tax avoidance for the design of tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on economic growth, foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

Class Format: seminar
Requirements/Evaluation: midterm exam, problem sets, two 7- to 10-page essays
Prerequisites: one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled
Enrollment Preferences: CDE students, but undergraduates with the prerequisites are welcome
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2
Quantitative/Formal Reasoning
Other Attributes: POEC Comparative POEC/Public Policy Courses
POEC International Political Economy Courses

Spring 2017
SEM Section: 01   TR 09:55 AM 11:10 AM   Instructor: Jon Bakija

ECON 515(S) Developing Country Macroeconomics II

Crosslistings: ECON 515/ECON 359

Developing countries do not find it difficult to initiate rapid growth, but do find it difficult to sustain it. Growth spurts are often derailed by macroeconomic shocks. As developing countries become increasingly open to trade and financial interactions with the rest of the world, such shocks may become more frequent, and potentially more severe. This course examines the types of macroeconomic institutions and policy regimes that can help developing countries withstand such shocks and sustain economic growth. We will examine central bank independence, the design of monetary and exchange rate regimes, capital account regimes, and various types of fiscal policy institutions and policy regimes, including fiscal rules.

Class Format: lecture
Requirements/Evaluation: two midterms and a final project
Extra Info: not available for the fifth course option
Prerequisites: ECON 505; undergraduate enrollment limited and requires instructor's permission
Expected Class Size: 25-30
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives
POEC International Political Economy Courses

Spring 2017
SEM Section: 01   MWF 11:00 AM 12:15 PM   Instructor: Peter Montiel

ECON 516(S) International Trade and Development

Crosslistings: ECON 516/ECON 366

This course will examine causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policy, infant industry protection, trade and growth, the resource curse, and trade agreements.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, midterm, presentation, and final
Prerequisites: ECON 251 and ECON 255
Enrollment Preferences: undergraduate enrollment limited and requires instructor's permission
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2

Other Attributes:
GBST Economic Development Studies Electives
POEC International Political Economy Courses

Spring 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Will Olney

ECON 517 Urbanization and Development
Crosslistings: ECON 387/ENVI 388

At current rates of growth, the combined population of urban areas in developing countries will double in the next 30 years. The land area devoted to urban use is expected to double even more quickly. The costs of providing housing and infrastructure to accommodate this growth are enormous, but the costs of failing to accommodate urban development may be even larger. The decisions made in response to these challenges will affect the economic performance of these countries and the health and welfare of the urban residents. By affecting global patterns of energy use, these decisions will have broader impacts on the entire planet. This course will focus on these challenges. What are the economic forces that drive the process of urbanization, and how does the level of urbanization affect economic development? How are policies towards housing, transportation, public finance and development affected by urbanization? What policies are most likely to succeed in dealing with the challenges of urban growth?

Class Format: lecture/discussion
Requirements/Evaluation: a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data
Prerequisites: ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission
Expected Class Size: 20

Distributional Requirements:
Division 2

Other Attributes:
AMST Space and Place Electives
ENVI Environmental Policy
GBST Urbanizing World Electives
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017
LEC Instructor: Stephen Sheppard

ECON 518 Environmental and Natural Resource Policy (Q)
Crosslistings: ECON 386/ENVI 386/ECON 518

Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-out valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at other problems, like poverty and low education.

Class Format: seminar
Requirements/Evaluation: problem sets, paper, brief presentation, a midterm, and a final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Preferences: senior Economic majors and CDE fellows
Enrollment Limit: 25
Expected Class Size: 20

Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements:
Division 2
Quantitative/Formal Reasoning

Other Attributes:
ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017

SEM

ECON 519 Population Economics
Crosslistings: ECON 387/ENVI 389

This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

Class Format: lecture/discussion
Requirements/Evaluation: at least one exam, a research paper and a class presentation

Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251; POEC 253 or ECON 255 or permission of instructor
Enrollment Preferences: Economics majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2

Other Attributes:
PHLH Social Determinants of Health
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017
LEC Instructor: Lucie Schmidt

ECON 520 Microfinance (D) (Q)
Crosslistings: ECON 473/ECON 520

Unequal access to finance (loans, savings, insurance) contributes to the persistence of poverty in developing countries. We review evidence that the entrepreneurial poor lack access to loans, and discuss how repayments may be enforced even when borrowers do not have collateral. We discuss how recent innovations in micro-insurance can reduce vulnerability. We will study the role of governments and donors in equalizing financial access through subsidies or targeting. Finally, we shall explore how microfinance can empower women within the household. Readings include current empirical and theoretical research in development economics. This course is an EDI course because it critically analyzes how microfinance interventions can reduce inequality both within and across households.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on a midterm, a series of short papers and a longer final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 and ECON 255
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2

Exploring Diversity
Quantitative/Formal Reasoning

Not Offered Academic Year 2017
SEM Instructor: Ashok Rai

ECON 521(S) Incentives and Development Policy
Crosslistings: ECON 521/ECON 372

Why is the welfare of people in developing countries so important? This course (and instructor) is the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework. Note: this course was developed to address issues that arise in the countries represented at the CDE.

Class Format: seminar
Requirements/Evaluation: two hour-long tests and a final policy project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: undergraduate enrollment limited and requires instructor's permission
Enrollment Preferences: intended for CDE Fellows
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Ashok Rai

ECON 522(S) Economics of Climate Change (Q)
Crosslistings: ECON 387/ECON 522/ENVI 387

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both wealthy and poor countries. Next we will study adaptation, including capital investments and behavioral changes, and insurance. We will examine the sources of climate change, especially electricity generation and transportation.
and think about optimal policies. What is the socially optimal amount of climate change? (Probably not zero.) Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? In considering policy, we will employ not only theoretical predictions, but also the growing body of evidence from attempts to regulate GHGs. Examples include China’s pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have differed from theoretical predictions. Finally, we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.

Class Format: lecture

Requirements/Evaluation: weekly problem sets, one or two midterms, final exam

Prerequisites: ECON 251, familiarity with statistics

Enrollment Preferences: senior Economic majors and CDE fellows

Enrollment Limit: 30

Expected Class Size: 25

Distributional Requirements:

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on problem sets, two midterms, final project and presentation

Prerequisites: MATH 150 and ECON 251

Enrollment Preferences: senior Economic majors and CDE fellows

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 2

Not Offered Academic Year 2017

SEM

ECON 531 Development Successes (W)

Crosslistings: ECON 487/ECON 531

Although living standards in most of the worlds poor countries have increasingly fallen behind those of the rich industrial countries, a relatively small number of countries that were quite poor in the middle of the last century have achieved dramatic improvements in their incomes since then. These development successes include countries such as Japan, the four dragons (Hong Kong, Korea, Singapore, and Taiwan), the MIT economies (Malaysia, Indonesia, and Thailand), the Asian giants of China and India, as well as non-Asian economies as diverse as Botswana, Chile, and Turkey. This tutorial will explore why these countries have apparently succeeded where many other poor countries have failed. A particular focus of the course will be on extracting insights from the experiences of these success cases about the broad development strategies that have been advocated over the past 50 years by scholars as well as by the international financial institutions.

Class Format: tutorial

Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 204 or 501

Enrollment Preferences: senior Economics majors

Enrollment Limit: 10

Expected Class Size: 10

Dept. Notes: need permission of the instructor for this class

Distributional Requirements:

Class Format: Writing Intensive

Other Attributes:

GBST Economic Development Studies Electives

Not Offered Academic Year 2017

SEM

ECON 532T(S) Inclusive Growth: The Role of Social Safety Nets

Designing and implementing effective national strategies to promote inclusive economic growth can require difficult policy reforms, sometimes with adverse short-term impacts for vulnerable groups within society. Social safety nets provide a pro-poor policy instrument that can balance trade and labor market reform, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social safety nets help the poor to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. This tutorial will offer students the opportunity to explore the role of social safety nets in promoting inclusive economic growth, drawing on case studies from Africa, Asia, Latin America and Eastern Europe. The first part of the tutorial will define social safety nets within the broader context of social protection, examining the diversity of instruments and their linkages to economic growth. The second part will delve more deeply into the design and implementation of effective interventions, assesses costs to their livelihoods, affordability, targeting, incentives and other issues. The third part will analyze the role of social safety nets in supporting economic growth strategies, drawing on international lessons of experience.

Class Format: tutorial

Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ECON 300 or permission of instructor

Enrollment Preferences: senior and CDE seniors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2

Not Offered Academic Year 2017

LEC Instructor: Peter Montiel
ECON 534T(S) Long Term Fiscal Challenges

This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge over the medium- to long-term and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long-term into their current policy and budgetary planning processes. Students will be exposed to different long-term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and infrastructure, and wars. The course will consider the specific policy challenges that arise for each, and the ways in which different countries are addressing them.

Class Format: tutorial
Requirements/Evaluation: students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of instructor for undergraduates
Enrollment Preferences: CDE students and undergraduates with permission of the instructor
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2

Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2017
TUT Section: T1  TBA  Instructor: Michael Samson

ECON 535T(S) International Financial Institutions

This tutorial will explore the role of official international financial institutions in the global economic and financial system, their relations with members, proposals for how they might be reformed, and issues that they face. The focus will be principally on the International Monetary Fund, and to a lesser extent the World Bank, the Bank for International Settlements and Financial Stability Board. Topics and readings will focus on such issues as: the roles and governance reform of the IMF and World Bank; lessons from their performance in international crises; initiatives of the Fund and Bank; the global adjustment process; financial system stability; governance reform; lending programs; the management of international reserves; and provision of advice to members. Participants will meet in pairs with the faculty member. Each week, one student will prepare a policy paper and submit the paper to the professor and to the other student in advance of the meeting. During the meeting, the student who has written the paper will present an argument, evidence, and conclusions. The other student will provide a critique of the paper based on concepts and evidence from the readings and his own research and experience. The professor will participate in the discussion after each participant has presented and asked questions that highlight or illustrate critical points.

Class Format: tutorial
Requirements/Evaluation: each participant will write and present 5 or 6 policy papers and a like number of critiques
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: intended for CDE Fellows; undergraduate enrollment limited, and only with permission of instructor
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2

Other Attributes: GBST Economic Development Studies Electives

POEC International Political Economy Courses

Spring 2017
TUT Section: T1  TBA  Instructor: Peter Heller

ECON 536T Financial Crises: Causes and Cures (W)

Crosslistings: ECON 390/ECON 536

Financial crises have been with us for as long as banking has existed. Why are crises such a regular fixture of societies, and what can be done to prevent them, or at least reduce their cost? Topics examined include bubbles and swindles, especially when these spillover to the broader macroeconomy; the role of information in banking in normal times and in bank runs; boom-bust cycles in asset markets; international contagion; crisis resolution techniques; and the extensive history of attempts to improve regulation so as to reduce the frequency and cost of crises. Crises in developing and developed economies from the South Sea Bubble to the Euro Crisis will be examined, and the role of political economy factors in their run-up and resolution will be featured.

Class Format: tutorial
Requirements/Evaluation: students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 252 and 255
declared majors must meet with a faculty member to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

MAJOR

Major Plan. Shortly after declaring the major, all English majors must complete a short written plan for how they intend to complete the major. In this plan, students must consider how they can most fruitfully explore the broad range of genres, historical periods, and national and cultural traditions that literature in English encompasses, and how they wish to focus upon a particular intellectual interest within English. Students are encouraged to begin developing, revising, and discussing a Major Plan with a faculty advisor as they become interested in the major; junior majors must meet with faculty advisors to revisit Major Plans as they register for courses. There will also be informational meetings and web resources available to assist new majors in developing the Major Plan.

Students majoring in English must take at least nine courses, including the following:

- Any 100-level English class. Students exempted by the department from 100-level courses will substitute an elective course.

At least one 200-level Gateway course (grouped at the end of the 200-level courses). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Literary Histories or Criticism requirement as well as the Gateway requirement.)

At least one Criticism course (identified in parentheses at the end of the course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. (Please note that when a Criticism course is also listed as satisfying the Literary Histories requirement, the course may be used to satisfy either requirement, but not both.)

At least three courses at the 300-level or above.

At least three courses designated as Literary Histories. Literary Histories courses concern the emergence or development of a specific literary tradition or problem and/or its transformation across multiple historical periods. Literary Histories are identified by LH-A, LH-B, or LH-C in parentheses at the end of the course description.

LH-A: courses dealing primarily with literature written before 1800.
LH-B: courses dealing primarily with literature written between 1800 and 1900 but not included in LH-A (courses on literature from 1800-1900 and some surveys).
LH-C: courses dealing primarily with literature written after 1900.

Of the three Literary Histories courses required for the major, at least two must focus on literature before 1800 (LH-A or LH-B), with at least one of these focusing primarily on literature before 1800 (LH-A).

For further clarification, please see the English Department webpage at http://web.williams.edu/English/.

Courses Outside the Department

The department will give one elective course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department’s Literary Histories, Criticism, or Gateway requirements.

STUDY AWAY

Majors who plan to study abroad should be proactive in understanding how this will affect their plans for completing major requirements. Such plans should be discussed in advance with the student’s advisor as well as the department’s academic assistant. Approval of departmental credit for courses taken off-campus must be obtained in advance from the department chair. You can find general study away guidelines for English here.

THE DEGREE WITH HONORS IN ENGLISH

The English Department offers three routes toward honors: a creative thesis, a critical thesis, and a critical specialization. Students majoring in English must take at least nine courses, including the following:

- English W30 or W31 (Senior Thesis, winter study) during senior year.
- English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W30 (Senior Thesis: Specialization Route, winter study) during senior year.

Creative Writing Thesis

The creative writing thesis is a significant body of (usually) fiction or poetry completed during the fall semester and winter study of the senior year, and usually results from a well-revised draft prepared during the fall semester. (With the permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop and, in addition, a substantial body of work in place of an advanced workshop, a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; essays begun in winter study are due the third Monday after spring break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

Critical Thesis

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis is normally about 15,000 words (45 pages); in no case should it be longer than 25,000 words (75 pages). The proposal, a 3-page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. The finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, the student publicly presents his or her work.

Critical Specialization

The critical specialization route is a series of forays into a broad area of interest related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken during the fall term in senior year. The specialization route entails: (1) a set of three 10-page essays which together advance a flexibly related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) a fourth essay of 12 pages, considering matters that arose during the faculty-student meeting and reflecting on the outcome of the specialization. The 3-page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the third paper is due at the end of winter study; the bibliography is due mid-February; and the final paper is due the third Monday after spring break.

Applying to the Honors Program

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor and the director of honors before April of the junior year. Prior to preregistration in April, candidates for critical theses and specializations submit a 3-page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department’s assessment of the qualifications of the student, the feasibility of the project, and the availability of an appropriate advisor.

In April, students who wish to apply to critical honors should register for the Honors Colloquium as one of their four courses.

Progress and Evaluation of Honors

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do satisfactory work to continue in the program. Should the student’s work in the fall semester not meet the standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English W30 or W31) to enroll in English 493 in the spring semester. When such is not the case, the winter study course will be converted to an independent study “99.”

Students are required to submit one electronic copy to the department academic assistant at pmalanga@williams.edu. Students should also give a final hard copy to their thesis advisor. Both the electronic copy and the hard copy are due on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by the advisor and two other faculty members. The advisor determines the student’s semester grades in honors, while the two external readers recommend to the department that the project receive Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the senior year. Highest Honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional.

COURSES 100-LEVEL COURSES
At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills-techniques of reading as well as skills in writing and argumentation. English 150 and 154 will focus more directly on basic expository writing skills than the other 100-level classes. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate.

ENGL 104(S) Creative Non-fiction (W)
In this course we will read some of the most prominent practitioners of creative non-fiction—writers like John McPhee, Joan Didion, Edward Abbey, Malcolm Gladwell, Ryszard Kapuscinski, Susan Orlean, Tobias Wolff, Ta-Nehisi Coates, and Michael Pollan. Students will also write in a variety of non-fiction modes—explainers, tick-ticks, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.

Class Format: seminar
Requirements/Evaluation: frequent short exercises and longer writing assignments, revision totaling at least 20 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements:
Division 1
Writing Intensive

Spring 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Kathryn Kent

ENGL 105(F) American Girlhoods (D) (W)
Crosslistings: ENGL 105/WGSS 105/AMST 105
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or in opposition to other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course. We will read works by such authors as Emily Dickinson, Louisa May Alcott, Harriet Jacobs, Henry James, Gwendolyn Brooks, Toni Morrison, and Michelle Truong, as we discuss such popular phenomena as Barbie and the American Girl Doll Company, Girl Scouts, and Riot Grrrls.
This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.
Class Format: seminar
Requirements/Evaluation: several short papers totaling at least 20 pages; active class participation; participation in other short writing assignments
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course; WGSS majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive
Other Attributes:
AMST Arts in Context Electives

Fall 2016
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Kathryn Kent

ENGL 107(F) Temptation (W)
Crosslistings: ENGL 107/AMST 107
We want most those things we can’t—or shouldn’t—have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine short fiction, narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temptation, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laoclos, Mozart, Freud, Frotz, and Scornese.
Class Format: seminar
Requirements/Evaluation: four-five page-paper, in-class presentation, thoughtful participation in discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19

Distributional Requirements:
Division 1
Writing Intensive

Fall 2016
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Emily Vasiliauskas

ENGL 108(F) Everyday Stories (W)
We—human beings—consume stories every day, and we currently have a dazzling, even astonishing wealth of choices, every day. Most of these stories are Action Packed: this Thing blows up, Heart throbs with passion, that Organizer carries out some evil plot, this Person figures it out. We will examine the world of everyday storytelling across many mediums, from poetry to comic books to television, and across time, from the mid-19th century to the present.
Class Format: seminar
Requirements/Evaluation: class participation, and 5-6 writing assignments amounting to 20 pages all told
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive

Fall 2016
SEM Section: 01 MW 12:00 PM 12:50 PM Instructor: Peter Murphy

ENGL 109(F) Science Fiction of the African Diaspora (D) (W)
Crosslistings: ENGL 109/AMST 120/AFR 120
Publishers, authors, academics, and critics often assume that science fiction and fantasy readers are all or mostly white, an assumption driven, perhaps, by the scarcity of black writers inside the genre—the science-fiction creative-writing classes I teach at Williams, for example, are depressingly undiverse. And for a long time, among professional science-fiction writers, Samuel R. Delany and Octavia Butler represented pretty much the entire deal. The last fifteen years, however, have witnessed the emergence of a number of black science fiction and fantasy authors from the Americas and Africa. In this course we will read a sample of this fiction, paying particular attention to these questions: In what new ways (if any) do these authors use or imply themes of social hierarchy or race? In what ways (if any) do the standard science-fiction devices of imagined futures, interplanetary colonization, or contact with alien life allow black writers a new metaphorical vocabulary to talk about their own experience? In what ways (if any) are they constrained by readers’ expectations, while white writers are not? This is a discussion-based class. Assignments will include original creative writing, imitative or parodic writing, and of course that old stand-by, interpretive essays on assigned texts. We will be reading well-weathered classics by Charles Chesnutt, Paulina Hopkins, Amos Tutuola, W.E.B. DuBois, George Schuyler, Delany, and Butler, but also newer works by Pam Noles, Nalo Hopkinson, NK Jemisin, Tananarive Due, Steven Barnes, Nisi Shawl, Sofia Somatar, Kuni Ibura Sakaam, and Nnedi Okorafor, among others. This course fulfills the EDI requirement, as it engages questions of power and privilege, and the coded representation of racial or ethnic otherness. Any story that involves the clash of sentient species, for example, or a nostalgic or disruptive reinterpretation of the social hierarchies of the past, partakes implicitly of this coded language.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on substantial, weekly writing assignments of graduated length totaling 20 pages over the course of the semester and active participation in classroom discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level English course
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive
Other Attributes:
AMST Arts in Context Electives

Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Paul Park

ENGL 111(S) Poetry and Politics (W)
"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury," in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats himself a very politically involved poet writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics, becoming, perhaps, something more like advertising jingles for political dogma. And when W. H. Auden writes in 1939 that "poetry makes nothing happen," he appears...
to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers of poetry, and better readers and writers of argumentative prose.

Class Format: discussion/seminar
Requirements/Evaluation: active class participation and 20 pages of writing in the form of frequent short papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; no prior experience with poetry (or politics!) is expected
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive

Spring 2017
SEM Section: 01  MWF 09:00 AM 09:50 AM  Instructor: Allison Case
SEM Section: 02  MWF 10:00 AM 10:50 AM  Instructor: Allison Case

ENGL 112(F) Introduction to Literary Criticism (W)
What determines meaning? How we interpret is inevitably influenced by our own priorities and preoccupations, by the contexts in which we read, by the literary and other elements that we bring to our writings as well as derive from the historical and personal circumstances of its composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well, and reading critically? This course will focus on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our readings—mainly short fiction and poetry, along with selected introductory key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. In the last weeks of the course, we will read longer texts, including at least one play and one novel.

Class Format: seminar
Requirements/Evaluation: four papers ranging from 2 to 6 pages, regular short reading response papers, and contributions to class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive

Fall 2016
SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: James Pethica

ENGL 117(F,S) Introduction to Cultural Theory (W)
Crosslistings: ENGL 117/COMP 117
This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brew. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Constance Penley, but we will also, in order to put our new ideas to the test, watch several films (Ferris Bueller's Day Off, Silence of the Lambs, The Lord of the Rings) and listen to a lot of rock & roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

Class Format: discussion/seminar
Requirements/Evaluation: five short papers totaling about 20 pages, class attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives

ENGL 120(F) Nature of Narrative (W)
Crosslistings: COMP 111/ENGL 120
This course examines the nature and workings of narrative using texts drawn from a wide range of literary traditions, media, and genres. Readings will include Greek and Chinese classics ( Homer and others), 19th-century French, German, and Russian fiction (Zola, Kleist, Lemmontov), Latin American magic realism (Marquez), and visual literature from stage drama to film and graphic memoir (Oscar Wilde, Sam Mendes, Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

Class Format: seminar
Requirements/Evaluation: regular attendance and participation, ungraded creative project, several short response assignments, two 4- to 5-page papers, and one paper rewrite
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: students considering a major in Comparative Literature
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive

Fall 2016
SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Christian Thome

ENGL 120(S) The Nature of Narrative (W)
Crosslistings: COMP 111/ENGL 120
This course focuses on the nature and function of narrative using a wide range of texts from different periods, traditions and genres. We will analyze the ways in which several first-rate works of fiction communicate their concerns, in other words: how do they do what they say? And why does "how" matter as much as, if not more than, "what"? We will also look at film, blogs, and articles, and accompany the readings with a few pertinent theoretical texts. The authors we will study may include Marie de France, Cerervas, Austen, Gogol, Faubert, Kafka, Zweig, García Márquez, Farhad;All readings in English, although those with foreign language competency are invited to make comparisons with the original where possible.

Class Format: seminar
Requirements/Evaluation: meaningful class participation, two short papers, and a final paper of 10 pages, which will consist of a draft and a final version
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: students considering a major in Comparative Literature and who have studied a foreign language
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive

Spring 2017
SEM Section: 01  MWF 12:00 PM 12:50 PM  Instructor: Leyla Rouhi

ENGL 125(F) Theater and Politics (W)
This seminar traces the surprisingly close and controversial relationship between theater and politics from ancient Greek tragedy to modern literature, contemporary film and philosophy. When Plato kicked off political philosophy by outlining his ideal city-state, one of his first moves was to ban theatrical performance on the grounds that play-acting would make men poor governors of themselves. In more recent times, however, the work of artists and playwrights as diverse as Bertolt Brecht and Antonin Artaud have provocatively suggested that theater itself could remedy the ills that Plato thought it caused. In today's age of global spectatorship, writers, artists, and activists continue to pose: who are the real actors and spectators of today's digital world-stage, when governments and other powerful institutions have increasingly sophisticated tools for gathering information about and controlling the on-looking masses, but revolutions are nevertheless organized via social media or triggered by cell phone images? May include works by Euripides, Melville, Woolf, Warhol, and Michael Haneke.

Class Format: seminar
Requirements/Evaluation: three papers and a portfolio of interpretive questions, totaling 20 pages of written work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1

Spring 2017
SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Christian Thome
ENGL 128(S) Reading Asian American Literature (W)
Crosslistings: AMST 128/ENGL 128/COMP 128
Though the category and term “Asian American” came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary “movement” from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetries. This writing-intensive course closely reads a sampling of texts in a variety of genres and styles—produced by writers from various Asian American ethnic groups—from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of “Asian American”—its contradictions, heterogeneous nature, and our assumptions—and its relation to the idea of “American.” Some questions we will ask: “Why have Asian Americans and Asian American writers and writing so often been viewed as ‘foreign’ or ‘alien’ to the American body politic and the English-language literary tradition?” “How might Asian American writing be linked to other English-language texts in the Asian diaspora?”

Class Format: seminar
Requirements/Evaluation: six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: prospecitive AMST or ENGL majors
Enrollment Limit: 15
Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Dorothy Wang

ENGL 129(F) Twentieth-Century Black Poets (D) (W)
Crosslistings: ENGL 129/AFR 129
From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

Class Format: seminar
Requirements/Evaluation: several short papers, a 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL, meets Division 2 requirements if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives

Fall 2016
SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: David Smith

ENGL 133(S) New Poetry (W)
In this class we will read and otherwise experience a range of poetry being produced right now in the U.S. Some of this poetry doesn’t immediately seem to “fit” in the classroom: it’s too new, too weird, too raw, too cerebral, too multimedia, too performance-oriented. The premise of the course is that by engaging with the landscape of contemporary US poetry we will come up with ways of talking about it that in the process we will take up some big interesting questions: What is poetry? How is it defined? How does poetry aim to affect us? Does one need “expertise” to appreciate it? And: is poetry important? Does it matter—who, politically, socially, and culturally? The course is aimed at lovers of poetry, those who dislike poetry, those who are intimidated by the idea of it, and those who can’t see why we should bother. Readings will include work of poets who will be at Williams during the semester, and may also include some “old poetry” (for purposes of comparison), critical articles, and manifestos; we will also watch documentaries or listen to more performance-oriented work (e.g., slam, spoken word).

Class Format: discussion/seminar
Requirements/Evaluation: based on class participation; four short (3-6pp.) essays, each of which must be revised; participation in writing groups / tutorials; and occasional short GLOW postings
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-year students who have not taken or placed out of a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive

Fall 2016
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Cassandra Cleghorn

ENGL 150(S) Expository Writing (W)

Writing Intensive
Writing clearly is the most important skill you can learn in college. Do you suffer from writer’s block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande’s bestselling book, The Checklist Manifesto. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The majority of the readings for this course will be literary essays, mostly contemporary, mostly American. (This course and English 152 focus more directly on basic expository writing skills than the other 100-level classes in the English department.)

**Class Format:** seminar

**Requirements/Evaluation:** five essays totaling at least 20 pages, including drafts and revisions; class participation; peer-editing

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** priority is given to first-year students, but all students will need help with their writing are eligible; email instructor for permission to enroll

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:**
Division 1
Writing Intensive

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**ENGL 152(F) Other People’s Lives: Contemporary American Memoir (W)**

The goal of this course is to teach you how to write a clear, well-argued, intelligible and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature. In this case, contemporary American memoir, examining the ways in which recent American memoirists represent themselves through prose and how their readers, and how do they go about achieving them?

**Class Format:** seminar

**Requirements/Evaluation:** several short essays, with drafts and revisions, in-class presentations, written comments on published and student work, active participation in discussions

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** first-year students with evidenced need for writing instruction

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:**
Division 1
Writing Intensive

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**ENGL 202(S) Modern Drama**

Crosslistings: ENGL 229/ENGL 202/COMP 202

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, Chekhov, Uncle Vanya; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Beckett, Waiting for Godot; Miller, Death of a Salesman; Hansberry, A Raisin in the Sun; Pinter, Betrayal, Churchill, Cloud Nine; and Stoppard, Arcadia.

**Class Format:** lecture

**Requirements/Evaluation:** two 5-page papers, regular journal entries or postings, and active participation in class discussions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** English and Theatre majors and students who have taken an English or Theatre course

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Department Notes:** satisfies the THEA 248 requirement for Theatre major

**Distributional Requirements:**
Division 1

**Other Attributes:** ENGL Literary Histories C

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**ENGL 203 Cinematography in the Digital Age (D)**

Crosslistings: ENGL 203/COMP 203/ARTH 203

In this course we study the language of modern cinema as shaped by two forces. The first is the aesthetics of cinematography, as contributed by many cultures. The second is digital film production, which has proved both empowering and constraining. The modern filmmaker succeeds only through understanding both forces.

The structure of the course is similar to a writing workshop. We begin with close reading of isolated scenes from influential films, which we compare and contrast in writing and discussion. We augment this with cinematic and image processing theory, solidified through experiments in Photoshop and Premiere that reveal how digital technology shapes a director’s choices. We then create our own short scenes using these tools and consumer video recorders. We refine our film fragments in the context of group critique.

Topics covered include: framing and composition, pace, storyboarding, blocking, lighting, transitions, perspective, sensors, quantization, compression, visual effects, Internet streaming, and color spaces. Studied films include those by Georges Méliès, George Lucas, Orson Welles, David Lynch, Michael Haneke, Hayao Miyazaki, Spike Lee, Sophia Coppola, and Ken Burns. This course explores diversity through comparative study of how different cultures variously render similar themes, and through a larger investigation of film’s ability to make audiences identify with potentially alien points of view.

**Class Format:** studio

**Requirements/Evaluation:** video production activity, computational exercises in Photoshop, script and storyboarding exercises, participation in discussions, and essays

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** a 100 level ENGL course, or a score of 5 on the AP Exam in English Literature or a 6 or 7 on the International Baccalaureate; or permission of instructor

**Enrollment Preferences:** sophomores; Computer Science and English majors

**Enrollment Limit:** 36

**Expected Class Size:** 30

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL or ARTH; or ANTH; or ART; or AMST; or FMST in the second semester if registration is under CSCI

**Distributional Requirements:**
Division 1

**Exploring Diversity
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**Other Attributes:** AMST Core Courses

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Not Offered Academic Year 2017

STU Instructor: Shawn Rosenheim

**ENGL 204(F) Hollywood Film**

Crosslistings: ENGL 204/COMP 221

For almost a century, Hollywood films have been the world’s most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We’ll examine both the characteristic pleasures provided by Hollywood’s dominant genres—including action films, horror films, science fiction and fantasy, thrillers and romantic comedies—and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including Psycho; The Godfather; Schindler’s List; The Lord of the Rings: The Return of the King; Bridesmaids; and 12 Years a Slave. In addition to the assigned reading, students will be required to attend free screenings of course films on Sunday evenings at Images Cinema.

**Class Format:** lecture

**Requirements/Evaluation:** mandatory attendance at free Sunday 8pm film screenings at Images, several short writing exercises, two editing exercises, two midterms, and a final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Enrollment Limit:** 90

**Expected Class Size:** 90

**Distributional Requirements:**
Division 1

**Other Attributes:** AMST Arts in Context Electives

ENGL Literary Histories C

FMST Core Courses

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Fall 2016

LEC Section: 01   MWF 11:00 AM 12:15 PM   Instructors: Shawn Rosenheim, James Shepard, John Kleiner

**ENGL 211(F,S) English Literature from 1000 to 1600**

One of the oldest surviving works in English, Beowulf tells the story of a monster and his mom. In this class we will read key texts from the medieval and early modern periods, starting with Beowulf and ending with Shakespeare’s equally bloody Titus Andronicus. Other readings will include selections from The Canterbury Tales, Sir Gawain and the Green Knight, sonnets by Sidney and Donne, and Marlowe’s The Jew of Malat. We will discuss the conflicting, often self-contradictory claims that writers in these periods made for the importance of literature and the anxieties that these new
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017
LEC  Instructor: Rashida Braggs

ENGL 216(S) Introduction to the Novel

This was a time when novels as we understand them didn't exist; then there was a time — centuries — when novels were overwhelmingly the dominant storytelling and literary mode in English. This lecture course will follow the cultural arc of the novel, but most of our time—and this is a time-consuming course—will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

Class Format: lecture
Requirements/Evaluation: midterm and final exams, one critical essay, and some short writing assignments
Prerequisites: a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor
Enrollment Preferences: students who have pre-registered for the course: thereafter, seniors, then juniors, sophomores, and first-years
Enrollment Limit: 100
Expected Class Size: 90
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

Spring 2017
LEC Section: 01  MWF 10:00 AM 10:50 AM Instructor: Peter Murphy

ENGL 217 Experimental Asian American Writing

Crosslistings: AMST 217/COMP 217
Asian American literature did not begin in the 1980s with Amy Tan's The Joy Luck Club. Nor has the writing primarily been confined to autobiographical accounts of generation, a series of conflict, divided identities, and glimpses of Chinatown families. Asian American literature in English began with poetry in the late nineteenth century, and has encompassed a variety of aesthetic styles across the last century—from Modernism to New York School poetry to protest poetry to digital poetics. This course will explore Asian American writings that have pushed formal (and political) boundaries in the past 100+ years, with a particular focus on avant-garde writers working today. We will look at such authors as Jose Garcia Villa, Chuang Hua, Wong May, Theresa H., Cha, John Yau, Mei-mei Berssenbrugge, Tan Lin, Prageeta Shamma, Bhanu Kapil, and Tao Lin.

Class Format: seminar
Requirements/Evaluation: papers (6-8 pp. and 10-12 pp.) plus in-class presentation, brief response papers, and class participation
Prerequisites: none
Enrollment Preferences: if the course is over-enrolled, preference will be given to American Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses

Not Offered Academic Year 2017
SEM  Instructor: Dorothy Wang

ENGL 223 Thirteen Ways of Looking at Jazz (D) (W)

Crosslistings: AFR 156/COMP 156/AMST 156/ENGL 223
Taking its title from the Wallace Stevens poem, "Thirteen Ways of Looking at a Blackbird," which interprets the blackbird in different ways, this course similarly

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explores a more complex, multi-layered perspective on jazz, from jazz and American democracy to jazz in visual art. Accordingly, the course introduces students to several genres, including historical documents, cultural criticism, music, literature, film, photography and art. The course does not draw on a musicological method but rather a socio-cultural analysis of the concept, music and its effect—so students are not required to have any prior musical knowledge or ability. In this writing intensive course, students will write and revise short close analyses of multiple types of media, ultimately honing their writing skills on one form of media for a polished, original analysis that weeds their increased critical thinking skills. This EDI course explores the musical expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which representations of jazz signify on institutional power, reaffirm dominant U.S. and/or European hierarchies of race, gender and class, and signal inequality in order to contest it.

Class Format: lecture
Requirements/Evaluation: evaluation will be based upon class participation, 1 quiz, several 2-page response essays, one 3-page essay, one 5-page essay, one oral presentation/formance with 3-page critcal report, totaling approximately 20 pages of written work.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division II requirement if registration is under AFR and AMST; meets Division I requirement if registration is under COMP or ENGL
Distributional Requirements:
Division II
Exploring Diversity
Writing Intensive
Other Attributes:
AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017
LEC Instructor: Rashida Braggs

ENGL 224T American Drama: Hidden Knowledge (W)
Crosslistings: THEA 275/COMP 275/ENGL 224/AMST 275

The Buddha is said to have identified three things that cannot stay hidden: the sun, the mirror, and the truth. What’s the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say, theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Macchivelii’s ‘The Prince’, Thomas Carlson’s ‘Lying and Deception: Theory and Practice’, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan-Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O’Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what we can learn in particular from American drama about a national relationship to honesty and its opposites.

Class Format: tutorial
Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Theatre majors, English majors
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division II requirement if registration is under THEA, COMP or ENGL; meets Division II requirement if registration is under AMST
Distributional Requirements:
Division I
Writing Intensive
Other Attributes:
AMST Arts in Context Electives

Not Offered Academic Year 2017
TUT Instructor: Robert Baker-White

ENGL 231(F,S) Literature of the Sea (W)
Crosslistings: MATS 231/ENGL 331

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact place where the texts were written as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville’s masterpiece Moby-Dick aboard Mystic Seaport’s historic whaleship, the Charles W. Morgan, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students’ emerging knowledge of maritime history and marine science.

Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea
Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper.
Extra Info: offered only at Mystic Seaport
Distributional Requirements:
Division I
Writing Intensive
Other Attributes:
AMST Arts in Context Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives

Fall 2016
LEC Section: 01 TBA Instructor: Mary Bercaw Edwards
Spring 2017
LEC Section: 01 TBA Instructor: Mary Bercaw Edwards

ENGL 234 The Modern Theatre: Plays and Performance
Crosslistings: THEA 248/COMP 248/ENGL 234

This seminar will examine major trends in global theatre and performance from the turn of the nineteenth century through the postwar period. We will explore a variety of national traditions, comparing and positioning works in the context of revolutionary transformations of theatre practice. Artists to be considered may include: Strindberg, Ibsen, Wilde, Chekhov, Shaw, Pirandello, Treadwell, Artaud, O’Neill, Hughes, Stein, Williams, Hansberry, Al-Hakim, Begin, Bennett, Abe, Genet, Soyinka, Pinter, Albee, Wilson, Gambard, and Forne. Although emphasis will be given to textual analysis and close reading, we will also consider trends in acting, directing, design, theatre architecture and the actor/audience relationship whenever possible.

Class Format: seminar
Requirements/Evaluation: two five-page papers; two “deep-reading” responses; active participation in class discussion; attendance at selected Theatre Department and Center Series productions
Prerequisites: none
Enrollment Preferences: Theatre, English and Comparative Literature majors
Enrollment Limit: 18
Expected Class Size: 10
Distributional Requirements:
Division I

Not Offered Academic Year 2017
SEM Instructor: Amy Holzapfel

ENGL 236(S) Fields of Barley, Streets of Gold: Utopia in Fiction (W)
Each of the gates was a single pearl; And the street of the city was pure gold, As it were transparent glass.

Revelations 21:21

It makes us happy to think of the future in apocalyptic terms, partly because we love to say I told you so. You didn’t listen, and now look. Fort Lee is on fire, and zombies are smashing down your parents’ door. Catastrophe satisfies us on many levels; by contrast, the utopian vision provides a more delicate thrill. For a writer, the task is to provide a fiction that will not feel like a moral lesson or the illustration of some theory about how we should behave. This course will consider different utopian stories in turn, moving from Plato’s Republic through the invented worlds of Thomas More, Margaret Cavendish, Edward Bellamy, and H.G. Wells, and then into the more contemporary science fiction of Kim Stanley Robinson, Ursula LeGuin, John Crowley, and others. Implicit in any kind of alternate reality is its creators’ rejection of the place they live, and their corresponding longing for something new, which in all cases is as interesting as the way a story might work as a model for social improvement. In addition to the occasional critical essay, students will invent a personal utopian fiction of about twenty to twenty-five pages, to be read and discussed by the class.

Class Format: seminar
Requirements/Evaluation: various short assignments and one 20-page project
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 18
Distributional Requirements:
Division I
Writing Intensive

Spring 2017
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Paul Park

ENGL 241(F) Introduction to Comparative Literature
Crosslistings: COMP 110/ENGL 241

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about
all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Mamet, Bechdel, and others. All readings will be in English.

Class Format: lecture
Requirements/Evaluation: lecture attendance, participation, two 5-page papers, a few short responses, midterm exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: students considering a major in Comparative Literature
Enrollment Limit: 40
Expected Class Size: 35
Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 Cancelled

ENGL 250(S) Americans Abroad (D) (W)
Crosslistings: COMP 242/ENGL 250/AMST 242
This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war and peace. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler’s expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? Authors may include: Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner.

Additional reading will be drawn from historical and critical works. All readings will be in English.

This comparative course fulfills the EDI requirement because it is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts.

Class Format: seminar
Requirements/Evaluation: each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student’s own experiences.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: any literature course at Williams or permission of instructor
Enrollment Preferences: students interested in, or returning from, study abroad; and/or students studying abroad at Williams
Enrollment Limit: 18
Expected Class Size: 18
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives

Spring 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Soledad Fox

ENGL 251 Introduction to Latina/o Literatures (D)
Crosslistings: LATS 208/AMST 207/COMP 211/ENGL 251
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/o for each of these writers and how do their works articulate with the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina Garcia, Cristy C. Road, Oscar Zeta Acosta, Junot Diaz, Alisa Valdes-Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.

Class Format: lecture
Requirements/Evaluation: students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation
Prerequisites: none

Enrollment Preferences: Latina/o Studies concentrators, American Studies and Comparative Literature majors
Enrollment Limit: 30
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under AMST or LATS
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives

Not Offered Academic Year 2017
LEC Instructor: Alma Granado

ENGL 253(F) Gender, Sexuality and Modern Performance (D) (W)
Crosslistings: THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the still understudied role of women in the arts, we will focus primarily on the transsecentialities of social identities under intersected systems of oppression. Close analysis of works by dramatists—such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Nozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Szu-Lor-Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac—will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherrie Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway. This course meets the criteria of the Exploring Diversity Initiative as it draws focus towards the diversity of race, class, and ethnicity represented by the subjects of our study as well as towards the political power of theatre and performance.

Class Format: tutorial
Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner’s papers in alternate weeks
Extra Info: emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: sophomores and above; majors in Theatre, English or Women’s, Gender and Sexuality Studies
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives
PERF Interdepartmental Electives
WGSS Theory Courses

Fall 2016
TUT Section: T1 TBA Instructor: Amy Holzapfel

ENGL 259 Ethics of Jewish American Fiction (W)
Crosslistings: REL 259/ENGL 259/JWST 259
After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Class Format: seminar
Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and English majors
Enrollment Limit: 19
Expected Class Size: 18
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under ENGL

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The text contains course descriptions, distributional requirements, and other attributes for various courses. Here is a structured representation of the information:

### ENGL 260 Beyond Tonto: American Indians in Film (D)
- **Crosslistings:** AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
- **Description:** In 1983, Terri Christenson unveiled the kinetoscope and allowed audience members to glimpse the Hoop Snake Dance by peeking into the device’s viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms.

### ENGL 261T(S) Adultery in the Nineteenth-Century Novel (W)
- **Crosslistings:** COMP 259/ENGL 261/WGSS 259

### ENGL 267(F) Shakespeare on Page, Stage and Screen: Text to Performance (W)
- **Crosslistings:** THEA 260/COMP 260/ENGL 270

### ENGL 269T Postmodernism (W)
- **Crosslistings:** COMP 231/ENGL 269

### ENGL 274/COMP 258

### General Information
- **Enrollment Limit:** 20
- **Expected Class Size:** 20
- **Distributional Requirements:** Division 2

### Additional Notes
- **Writing Intensive:**
- **Enrollment Preferences:**
- **Not Offered Academic Year 2017**
- **Enrollment Limit:** 25
- **Request Notes:** meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP

### Other Attributes
- **Class Format:** seminar
- **Requirements/Evaluation:**
- **Prerequisites:**
- **Extra Info:**
- **Enrollment Preferences:**
- **Enrollment Limit:**
- **Expected Class Size:**
- **Distributional Requirements:**

### Class Format and Enrollments
- **TUT Section:**
- **Instructor:**

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The text also includes details on course attributes, enrollment limits, and specific requirements for different academic years and sections. It highlights the importance of understanding the historical and cultural contexts of the works studied, as well as the evolution of media representations. The courses cover a range of topics from postmodernism to Shakespeare’s works, reflecting the dynamic and evolving nature of the field of English studies.
ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora
Crosslistings: ARAB 256/COMP 256/ENGL 284
This course takes a close look at contemporary Anglophone Arab writings. The objective is to familiarize students with major Arab writers, and/or writers of Arab descent who live in the Anglo-Saxon diaspora, especially the UK, North America and Australia. We will investigate the work of these writers with special attention to the history of Arab migration to these geographies, and the emergence of hyphenated Arab identities and literatures. At the heart of this course is a desire to not only shed light on what it means to be an Arab or an immigrant producing English literature, but also to understand the multiple ways in which we conceptualize and seek to define what transnational literature means. Texts for this course may include novels by the following writers: Rabih Alameddine (Lebanon/USA), Mohja Khaf (Syria/USA), Leila Abouleila (Sudan/UK), Hisham Matar (Libya/UK), and Randa Abdel-Fattah (Palestine-Egypt/Australia). There will also be a course reader that includes critical essays, poems, as well as a number of films and selections of music that shed light on the different articulations of being Arab and Anglophone.

Class Format: seminar
Requirements/Evaluation: active class participation, 4 short response assignments (2-3 pages), and final paper (5-7 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: majors or prospective majors in Comparative Literature or Arabic Studies
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives
GBST Borders, Exiles + Diaspora Studies Electives
GBST Middle Eastern Studies Electives

ENGL 287(S) Bloody Vampires: From Fiction to Film and Fashion (W)
Crosslistings: COMP 246/ENGL 287
This course explores the phenomenon of the vampire and seeks to explain the popular appeal such a fictive creature has been enjoying for over two centuries. What kind of fears and fantasies does it crystallize? And what kind of discourse about sexuality, death, and disease does it validate? What does its mere existence reveal about gender and ethnicity? We will examine the emergence of the vampire in gothic literature of the late 18th and 19th centuries, its omnipresence in cinema in the 20th century and investigate its resurgence in 21st-century pop culture. In order to gain a deeper understanding of the figure of the vampire, we will read and discuss literature by August Bürger and Goethe, the first vampire story by John Polidori, novels by Sheridan LeFanu and Bram Stoker, and contemporary vampire fiction by Anne Rice and Stephenie Meyer. We will also discuss music video clips by Lady Gaga and Marilyn Manson, and fashion shows by Alexander McQueen, John Galliano and Vivienne Westwood.

Class Format: seminar
Requirements/Evaluation: three 5-page papers and a 10- to 12-page final rewrite
Prerequisites: none
Enrollment Preferences: seniors majoring or considering a major in literature or film studies
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: FMST Core Courses

Spring 2017
SEM Section: 01  TR 11:20 AM 12:35 PM  Instructor: Christophe Kone

200-LEVEL GATEWAY COURSES
200-level "gateway" courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical and historical approaches that will prove fruitful in later courses. (note: a gateway course can fulfill a period or criticism requirement as well as the gateway requirement. Students contemplating the English major are strongly urged to take a gateway course by the end of sophomore year.)

ENGL 209(F) Theories of Language and Literature (W)
Crosslistings: ENGL 209/COMP 265
This course is made up of questions: What is literature and why would anyone want to study it? What can you find out by examining language that you can’t figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

Class Format: seminar
Requirements/Evaluation: four short papers totaling 20 pages, formal weekly writing, class attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-years and sophomores considering the English major
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: English Majors Course

ENGL 219(F) "Get Back to Where You Once Belonged": Immigration in Cultural Context (D) (W)
This course is centered on the idea of "immigrant literature" and the various forms it has taken across historical and geographical contexts. We will inquire into formal and topical differences between American immigrant narratives and their European counterparts. We will also consider the figure of the "immigrant" as a literary trope, in comparison to the "migrant," the "refugee," the "exile," the "foreigner," and the "stranger." We will work with the works of Joseph Conrad, Saul Bellow, Chang Rae Lee, Jhumpa Lahiri, Sam Selvon, Zadie Smith, and Tahar Ben Jelloun, and such films as La Haine and Head-On. The course will contribute to the College’s Exploring Diversity Initiative by examining the mythic productive and volatile cultural encounters that are inherent to the phenomenon of immigration.

Class Format: seminar
Requirements/Evaluation: participation in discussion and a class blog, and 20 pages of writing distributed over four papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: first- and second-year students and English majors who have yet to take a Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: ENGL 200-level Gateway Courses
ENGL Literary Histories C

Fall 2016
SEM Section: 01  TF 02:35 PM 03:50 PM  Instructor: Christian Thorne

ENGL 220(S) Introduction to African American Literature (W)
Crosslistings: ENGL 220/AMST 220/AFR 220
What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness.

Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

Class Format: seminar
Requirements/Evaluation: writing assignments for the course will total 20 pages, distributed over 4 papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor
Enrollment Preferences: first- and second-year students and English majors who have yet to take a Gateway course
Enrollment Limit: 19
Expected Class Size: 19
ENGL 227(S) Introduction to Post Colonial Studies (D) (W)

Crosslistings: ENGL 227/COMP 287/AFR 227

This course asks: What does the term "postcolonialism" mean? Is it a historical notion or an ideological term? When exactly does the 'postcolonial' begin? What are the theoretical and political implications of using such an umbrella term to designate the ensemble of writings and artworks by those subjects whose identities and histories have been shaped by the colonial encounter? We will situate the "postcolonial" historically, aesthetically, and conceptually across multiple time periods, geographic regions. We will read such authors as Frantz Fanon, Edward Said, Stuart Hall, Homi Bhabha, and Gayatri Spivak. The course will contribute to the College's Exploring Diversity Initiative by examining cultural difference and distributions of power across the world during the colonial, postcolonial, and globalized eras.

Class Format: seminar

Requirements/Evaluation: evaluation through participation in discussion and a class blog, and approximately 20 pages of writing distributed over four papers

Extra Info: may not be taken on a pass/fail basis

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

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

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under AFR

ENGL 228(S) The Renaissance in England and the European Continent: Self and World (D) (W)

Crosslistings: ENGL 228/COMP 230

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were witnessing unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the diversity between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt. The course will contribute to the College's Exploring Diversity Initiative by examining the role of historical and cultural difference within and beyond Europe at the very beginning of globalization.

Class Format: seminar

Requirements/Evaluation: five 4-page papers, in-class presentation, thoughtful participation in discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

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

Enrollment Limit: 19

Expected Class Size: 19

Distribution Requirements: Division 1

ENGL 239(S) Imagining Immigrants (D) (W)

Crosslistings: ENGL 239/COMP 239

The goal of this writing-intensive gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of literature and to become sensitive readers of the conflicts, anxieties, and vulnerabilities faced by today's immigrants. Moving physically from one culture to another but remaining imaginatively torn between their adopted country and their country of origin, feeling at times like a stranger to both, immigrants face questions that concern us all in our increasingly global society, questions of identity, liminality, alienation, empathy, and language. Bombardeed by a language that is not their own, immigrants are constantly thinking about what words mean both literally and symbolically. Why this word rather than another? How do humor and irony work in a foreign culture? How do writers reconcile the pressures of the present moment with the stream of memories from the old country? How is one person's point of view, or one society's point of view, different from another's? How can images and metaphors convey the experience of constantly seeing an object, or an entire world, in terms of another?

Class Format: seminar

Requirements/Evaluation: active participation in discussion, four 5-page papers and journal entries

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

Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course

Enrollment Limit: 19

Expected Class Size: 19

Distribution Requirements: Division 1

ENGL 240(F) The Novel in Theory (W)

Crosslistings: ENGL 240/COMP 239

What is a novel? Where did it come from? Why would anyone invent such a thing in the first place? In spite of its title, this is not a course about more theoretical novels, unwritten or dreamily imagined works of fiction. Rather, this is an introduction to the ways literary critics have attempted to give a genre as hard-to-pin down as the novel a theoretical framework. For a long time, nobody thought the novel needed a theory—too popular, too loose and baggy to be thought of as one thing. Today, novel theory is legion. To only name a few, one can find theories of the novel that identify themselves as formalist,
move back and forth from the theory of the novel to its practice in order to see
either the novel or its theories, this course will use two or three novels as a
trans-national development. Rather than try for an encyclopedic survey of
as accounts that emphasize sexuality and gender, for example, or the novel's
academic and popular fortunes relate to its theoretical accounts.

Theorists are likely to include Henry James, Shklovsky, Benjamin, Lukacs,
Barthes, Watt, McKeon, Jameson, Franco, Eve Sedgwick, Edward Said, &
Franco Moretti. Novellists may include Austen, Dickens, Conrad.

Class Format: seminar
Requirements/Evaluation: 4-5 papers totaling about 20 pages; regular,
substantial, and intensive participation in class
Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English
Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: sophomores and first-year students who have not
yet taken an ENGL Gateway course
Enrollment Limit: 19

Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive

Other Attributes:
ENGL Criticism Courses
ENGL 200-level Gateway Courses
ENGL Literary Histories B

Fall 2016
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Gage McWeeny

ENGL 246(S) The Love of Literature (W)
If love “makes the world go ‘round,” then literature, love’s chronicler, may
contain the key for understanding this world-formative passion. In this
seminar, we will explore representations of love in works of poetry, drama,
and prose fiction from antiquity to the present. From the philosophical love
extolled in Plato’s dramatic dialogue The Symposium to the courtly love of
Christien de Troyes’ errant knights; the jealous love of Shakespeare’s Othello;
the literally induced lust of Flaubert’s Madame Bovary and beyond, we will see
how love, like literature, at once reflects and produces historically significant
changes in the ways that human beings relate to one another, to themselves,
and to the world in which they live. In addition to the authors already
mentioned, readings may include works by Augustine, Dante, Goethe,
Wordsworth, Woolf, and Mann.

Class Format: seminar
Requirements/Evaluation: evaluation based on three papers of 4, 6, and 8
pages; weekly posts and general participation
Prerequisites: none
Enrollment Preferences: those interested in majoring in English
Enrollment Limit: 19

Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive

Other Attributes:
ENGL 200-level Gateway Courses

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Walter Johnston

ENGL 265(F) Topics in American Literature: Freedom and Captivity (D) (W)
Crosslistings: ENGL 265/AMST 266
Letters from prison are as central to American literature as are dreams of
freedom. This course explores the persistent concern in American literature
and culture with forms of freedom and captivity. How have writers witnessed
and imagined the experience of dispossession, displacement, interment,
diaspora, and emancipation? The course will be weighted toward the 19th
century, but will make constant reference to contemporary works as we
explore the American carceral imagination in the shift from a slavery
democracy to a penal democracy. This course contributes to the College’s
Exploring Diversity Initiative by focusing on how cultures and peoples within
American society have interacted and responded to one another in the past. In
addition to works by Frederick Douglass, Harriet Jacobs, Lydia Maria Child,
Zitcasa-Sa, Charles Johnson and Julie Otsuka, we will view contemporary
films that represent slavery and emancipation (Twelve Years a Slave,
Daughters in the Dust, and the 2016 Birth of a Nation), as well as
contemporary visual art in the collection of the Williams College Museum of
Art.

Class Format: seminar
Requirements/Evaluation: three 5- to 7-page papers and one 10-page final
essay; weekly short responses.
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English
Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Preferences: first-year students, sophomores, and English
majors who have yet to take a Gateway course
Enrollment Limit: 19

Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under
ENGL; meets Division 2 requirement if registration is under AMST

Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive

Other Attributes:
ENGL 200-level Gateway Courses
ENGL Literary Histories B

Spring 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Marina Bilbija

ENGL 267(F) "Ain’t I a Woman?": An Introduction to Black Women’s
Writing in America (D) (W)
Crosslistings: ENGL 267/WGSS 267/AFR 267/AMST 267
This Gateway course offers a survey of African American women’s writing
from the nineteenth century to the present day with an equal emphasis on
primary literary texts and feminist criticism. We will trace the development of
a black woman/feminist tradition across various genres and disciplines,
beginning with the work of abolitionists such as Frances Ellen Watkins Harper
and Sojourner Truth and working our way through key texts of the Harlem
Renaissance, the civil rights movement, and post-60s Black Feminist writing.
Our discussions will focus on the black feminist tradition’s engagement with
race, gender, class, and sexuality as intersecting axes of difference. Writers
that we will read include: Zora Neale Hurston, Toni Morrison, Suzan-Lori
Parks, bell hooks, Audre Lorde, Hortense Spillers, Kimberlé Williams
Crenshaw. This course fulfills the EDI requirement by examining the
intersection of different minorizing processes in the experiences and writing
of African American women in the US.

Class Format: seminar
Requirements/Evaluation: 3 short response papers (approx. 4 pages each)
and one final 7-8-page paper; in-class presentations, participation in class
discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English
Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Preferences: sophomores and first-year students who have not
yet taken an ENGL Gateway course

Enrollment Limit: 19

Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under
ENGL; meets Division 2 requirement if registration is under AFR, AMST
or WGSS

Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive

Other Attributes:
ENGL Criticism Courses
ENGL 200-level Gateway Courses

Fall 2016
SEM Section: 01 MW 08:30 AM 09:45 AM Instructor: Marina Bilbija

ENGL 268(S) American Law, Race, and Narrative (D) (W)
Crosslistings: ENGL 268/AFR 268/AMST 268
This course examines how American and African American writers engaged
with legal definitions of race, personhood, and citizenship in the nineteenth
and twentieth century. The key junctures in the formation of these narratives
were the Declaration of Independence, the Fugitive Slave Act, Dred Scott v.
Sandford in the ante-bellum period, Ferguson v Plessy in the late nineteenth
century and Brown v Board of Education in the mid-twentieth century. Authors
we will read include: Frederick Douglass, Herman Melville, Martin Delany,
Mark Twain, Charles Chesnutt, Jean Toomer, Bebe Moore Campbell, Ntozake
Shange, and Natasha Trethaway. As a course that focuses on the legal and
literary constructions of race in the US, this course fulfills the EDI requirement.

Class Format: seminar
Requirements/Evaluation: 3 short response papers (approx. 4 pages each)
and one final 7-8-page paper; in-class presentations and participation in class
discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English
Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Preferences: sophomores and first-year students who have not
yet taken an ENGL Gateway course

Enrollment Limit: 19

Expected Class Size: 19
Distribution Notes: Division Notes: meets Division 1 requirement if registration is under
ENGL; meets Division 2 requirement if registration is under AFR, AMST
or AMST

Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive

Other Attributes:
ENGL 200-level Gateway Courses
ENGL Literary Histories B

Spring 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Marina Bilbija

ENGL 272(S) American Postmodern Fiction (W)
Crosslistings: ENGL 272/AMST 272
American fiction took a turn at World War II: from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness. Already a paradox emerges: why would World War II make narratives self-reflexive? The best text for this paradox is Heller's Catch-22.


Class Format: seminar
Requirements/Evaluation: four papers totaling about 20 pages; participation in class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Language literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: sophomores, first-years students, or English majors without a prior Gateway
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: AMST Arts in Context Electives
Distributional Requirements: ENGL; meets Division 2 requirement if registration is under AMST

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: John Limon

ENGL 289(F) Graphic Storytelling (W)
In the 1890s an author/artist put words and pictures together in boxes, ordered the boxes along a (short) narrative arc featuring a continuing character, published it in a newspaper, and graphic storytelling as we know it was born. 15 years later (in the form of comic strips) it had already become one of the most important storytelling modes in American culture. In this course we will follow the development of this quirky and important American contribution to world culture from comic strips through graphic novels to the "graphic novel." Along the way we will consider all kinds of interesting general subjects: for instance, the relationship between commerce and creativity, the difference between good and bad culture, and the pervasive human need to tell and experience stories.

Class Format: seminar
Requirements/Evaluation: active class participation and five or six short essays, totaling about 20-25 pages
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Language literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: ENGL 200-level Gateway Courses
ENGL Literary Histories C

Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Peter Murphy

300-LEVEL COURSES

ENGL 301(S) Sublime Confusion: A Survey of Literary and Critical Theory
Crosslistings: COMP 301/ENGL 301
Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining “beauty.” But running alongside this is an edgier countercurrent that worships the beauty of experience, the horror of the sublime. We will take in a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to video game design to the web will illustrate and complicate the theoretical issues. Weekly discussion in an online forum; two short papers (5-7 pages), and a 10-page final paper or project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2

Fall 2016
SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Kelly Josephs

ENGL 308(S) Tragic Stages
Crosslistings: ENGL 308/THEA 310
The earliest surviving tragedies were composed for Athens' theater of Dionysus. Performed as part of a religious festival, they played on an outdoor stage that seated 12,000 spectators. When tragedy was revived some 2000 years later, it addressed itself to a new audience. The gods were dispelled. Choruses and masks dropped away in favor of sword fights and pig's blood. In this course we will consider both tragedy's production and its reinvention. What happens when human suffering, once staged for ritual purposes, becomes a
subject of mass entertainment? Works will include plays by Sophocles, Euripides, Seneca, Marlowe, Shakespeare, and Racine.

**Class Format:** seminar

**Requirements/Evaluation:** papers and short exercises

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

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

**Enrollment Preferences:** English majors

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Other Attributes:** ENGL Literary Histories A

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Spring 2017

**SEM Section:** 01  MR 01:10 PM 02:25 PM  Instructor: John Kleiner

**ENGL 314(F) Groovin’ the Written Word: The Role of Music in African American Literature**

**Crosslistings:** AFR 314/AMST 314/COMP 321/ENGL 314

In an interview with Paul Gilroy, Toni Morrison once said, "Music provides a key to the whole medley of Afro-American artistic practices." Morrison is not the only one who believes that music speaks to numerous aspects of the African American experience. From Sterling Brown and Zora Neale Hurston to John Edgar Wideman and Suzan-Lori Parks, many African American authors have drawn on music to take political stands, shape creative aesthetics, and articulate black identity. In this course, students will explore the work of these authors and more, investigating music's ability to represent and critique African American culture in their literature. Texts will cover a range of literary forms including poetry, plays, short stories and novels alongside theoretical and critical essays. Students will discuss such key issues as assimilation into mainstream culture, authenticity claims on black music, and music used as a tool for protest. Additionally, class assignments will include musical examples in spirituals/gospel, blues, jazz, and rock/rhythm and blues. While this class requires students to practice in-depth literary and performance analysis skills, students are not required to have technical musical knowledge.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based upon class participation, short weekly reading responses and/or learning assignments, one 3-page paper, one 6- to 8-page paper comparing two works, one in-class spoken word performance with 2-page report, final presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; open to all

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP or ENGL

**Distributional Requirements:** Division 2

**Other Attributes:** AFR Core Electives

**AMST Arts in Context Electives**

**AMST Comp Studies in Race, Ethnicity, Diaspora**

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Fall 2016

**LEC Section:** 01  MR 01:10 PM 02:25 PM  Instructor: Rashida Braggs

**ENGL 315(F) Poetry of Milton**

The course will consist primarily of a close reading of "Paradise Lost," though we will look at few of Milton's earlier works. Readings will include "Comus," "Lycidas," and "Paradise Lost," some sonnets, and some passages from "Areopagitica." We will give particular attention to the poem's densely organized language, and the ethical and philosophically dilemmas that confront Satan and the fallen.

**Class Format:** seminar

**Requirements/Evaluation:** one 6- to 8-page paper, one 10- to 12-page paper, several short writing assignments

**Extra Info:** may not be taken on a pass/fail basis

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

**Enrollment Preferences:** seniors, English majors

**Enrollment Limit:** 25

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Other Attributes:** ENGL Literary Histories A

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Fall 2016

**SEM Section:** 01 MW 11:00 AM 12:15 PM  Instructor: Alan De Gooyer

**ENGL 316(F,S) Blackness, Theater, Theatricality (D)**

**Crosslistings:** ENGL 316/AFR 336

Representations of African American life have pervaded the various genres and tiers of American culture, embodying a carnival of competing attitudes and perspectives. Many oddities and ironies result from this curious history. For example, African Americans as theatrical figures enter American consciousness via the minstrel stage, where white entertainers wearing burm cork lampooned Negroes to amuse white audiences. Eventually, black performers created their own versions of minstrelsy, black playwrights created dramas more sympathetic to black life, and representations of black life proliferated in every noteworthy medium. This course will consider how attitudes about blackness have informed or deformed theatrical representations of African American life. It will examine major texts by African American writers, considering both their social importance and their aesthetic experiments and innovations. It will range from politically oriented works of social realism such as Theodore Ward's Big White Fog and Lorraine Hansberry's A Raisin in the Sun to expressionist protest works like Amiri Baraka's Dutchman and Slave Ship and Ntozake Shange's For Colored Girls Who Have August Wilson's earliest histories and the post-modern satires of Adrienne Kennedy and Suzan-Lori Parks. Alongside these, we will also consider a variety of comic traditions, ranging from minstrelsy to Spike Lee's film Bamboozled and characters created by comedians such as Jackie "Moms" Mabley and Richard Pryor. And how should we assess Porgy, a play by the white writer Dubose Heyward, which evolved into America's greatest opera, Porgy and Bess? This course will be an ongoing inquiry into the riotous theatricality of American blackness.

**Class Format:** seminar

**Requirements/Evaluation:** journal, a 15-page final paper

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

**Enrollment Preferences:** English majors

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Other Attributes:** AMST Arts in Context Electives

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Fall 2016

**SEM Section:** 01  Cancelled

**Spring 2017

**SEM Section:** 01  MR 01:10 PM 02:25 PM  Instructor: David Smith

**ENGL 317 Black Migrations: African American Performance at Home and Abroad**

**Crosslistings:** AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A

This course will investigate, critique and define the concepts migration and diaspora with primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migratory experiences in the African diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help her shape a new black dance aesthetic? Why did writer James Baldwin go all the way to Switzerland to write his first novel on black, religious culture in Harlem? What did jazz education’s influence to expressionistic protest works like Amiri Baraka's Dutchman and Slave Ship and Ntozake Shange's For Colored Girls Who Have

**Class Format:** seminar/discussion

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

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none; open to all

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under COMP, ENGL or THEA

**Distributional Requirements:** Division 2

**Other Attributes:** AFR Core Electives

**AMST Arts in Context Electives**

**AMST Comp Studies in Race, Ethnicity, Diaspora**

**AMST Comp Studies in Race, Ethnicity, Diaspora**

**AMST Comp Studies in Race, Ethnicity, Diaspora**

**No Offered Academic Year 2017**

**SEM Instructor:** Rashida Braggs

**ENGL 319(F) The Literary Afterlife**

**Crosslistings:** ENGL 319/COMP 354

What do writers mean when they say that they will live on after death through their books? In this course, we will explore the long history of thinking about literature as a way to compensate for mortality, and we will compare the fictional afterlife and philosophical versions of eternity. Many of the writers on our syllabus were anxious about the compatibility of the pursuit of worldly fame with the desire for Christian salvation. We will study how their sense of a conflict between the two afterlives changed over time: from the recovery of pagan antiquity during the Renaissance, across the theological transformations of the Reformation, to the consequences of print. The course deals with some of literature's greatest ambitions—to cheat death, to make a
lasting contribution to human culture—but we will often find ourselves caught in an undertow of skepticism. Is writing any less susceptible to decay than human bodies are? If so, is literary accomplishment worth the risk of one’s soul? Authors and texts will include Sappho, Ovid, Lucretius, Ecclesiastes, Richard II, Jonson, Donne, and Milton.

Class Format: seminar
Requirements/Evaluation: one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

Fall 2016
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Emily Vasiliasukas

ENGL 320T Two American Poets: Wallace Stevens and John Ashbery (W)
Crosslistings: AMST 336/ENGL 320/COMP 335
This tutorial focuses on the work of two major American poets who are known for their “difficult” poetry. In some respects, Stevens (1879-1955) and Ashbery (b. 1927) book-end twentieth-century poetry: Stevens is a major Modernist poet, perhaps the most philosophically oriented American poet of the twentieth century, and Ashbery is considered by most critics to be the most important American poet alive. Students will do close readings of their poems (and one play, Three Days of the Condor) by Stevens, as well as practice their writing on poetry and art. We will discuss the overlaps between Stevens’ and Ashbery’s work and life—their having grown up in the Northeast and attended Harvard, what some see as the abstractness of their writing, their mastery of tone, among others—but also the differences: Ashbery’s sexuality, his having lived in France, the supposedly more “avant-garde” nature of Ashbery’s work, and so on. Along the way, we will ask questions about the nature of poetic difficulty, of abstraction, of the (lyric) poetic speaker in their works, of the role of tone between the poem and the world (e.g., in description), of the thinking and philosophizing that poems do. We will also ask about their links to major poetry “movements” (Modernism, the New York School) and pose questions that are rarely asked about their poetry, such as “What are their views about the United States and American society and culture?” “What assumptions about race, gender and class are embedded in their poetry?” And, always, we will be paying close attention to the question of form and language in Stevens and Ashbery’s poetry.
Class Format: tutorial
Requirements/Evaluation: typical tutorial format; papers every other week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: ENGL majors, COMP majors, AMST majors; preference will be given to students who have already taken at least one literature class
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 2 requirement if registration is under ENGL or COMP
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2017
TUT Instructor: Dorothy Wang

ENGL 322(F) Political Romanticism
Crosslistings: ENGL 322/COMP 243/PSCI 234
What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionaries’ attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature and the philosophy that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism. We will inform today’s heated debates about the relationship between art and politics. Authors may include Burke, Kant, Rousseau, Wordsworth, Schiller, C. Smith, P.B. Shelley, Hegel, Heine, Marx, and Carl Schmitt.
Class Format: seminar
Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, weekly posts, and general participation
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English, Comparative Lit, German, Political Science majors
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL and COMP; meets Division 2 requirement if registration is under PSCI
Distributional Requirements: Division 1
Other Attributes: ENGL Criticism Courses
ENGL Literary Histories B
Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Walter Johnston

ENGL 323T(F) A Novel Education (W)
All novels are conscious of their readers; eighteen-century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists’ plots. We are addressed, teased, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and—always—closely watched. Eighteenth-century novelists—and their narrators—carefully educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this seminar course, we will explore the narrative and rhetorical strategies of two of the century’s greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding’s Tom Jones (1749) and Laurence Sterne’s Tristram Shandy (1760-67)—long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider—much more briefly—Fielding’s Joseph Andrews and Bunyan’s Pilgrim’s Progress. We will also read criticism by such “reader response” theorists as Stanley Fish and Wolfgang Iser, and—in the individualized setting of a tutorial—students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.
Class Format: tutorial; students will meet with the instructor in pairs for an hour each week
Requirements/Evaluation: a 5- to 6-page paper every other week, and comment on their partners’ papers in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors, not open to first-year students
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: ENGL Criticism Courses
ENGL Literary Histories A

Fall 2016
TUT Section: T1 TBA Instructor: Stephen Fix

ENGL 326 Race and Abstraction
Crosslistings: AMST 465/AFR 362/COMP 465/ENGL 326
Minority artists—writers and visual artists mainly and, to a lesser degree, musicians—face a difficult “double bind” when creating works of art: the expectation is that they, like their racially marked bodies, will exhibit their difference by means of concrete signifiers (details, tropes, narratives, themes) of racial difference. Thus, the work is judged primarily in terms of its embodied sociological content (material, empirical) and not by “abstract” standards of aesthetic subtlety, philosophical sophistication, and so on. At the same time, in the popular and academic imaginary, minority subjects and artists poets occupy a single abstract signifying category—homogeneous, undifferentiated, “other,” marginalized, non-universal—while racially “unmarked” (white) artists occupy the position of bringing universal and individual alike.
In this course, we will ask questions about the problem of race and abstraction by looking at the work of various African American and Asian American writers, visual artists and musicians—including Will Alexander, Mei-mei Berssenbrugge, David Hammons, Yayoi Kusama, Tan Lin, Nathaniel Mackey, and Ceci Taylor—as well as critics. We will pay particular attention to formally experimental works.
Class Format: seminar
Requirements/Evaluation: two papers (one 6-8 pages and the other 10-12 pages), brief five-minute presentations, and regular participation
Prerequisites: none if registering under AMST, AFR, or COMP; though a previous lit, art or music class would be helpful; if registering under ENGL, 100-level ENGL course, or 5 on AP English Lit exam or 6 or 7 on the Higher Level IB English exam will be required
Enrollment Limit: 13
Expected Class Size: 13
ENGL 327 Experimental African American Poetry
Crosslistings: AMST 307/COMP 311/AFR 301/ENGL 327
Contemporary African American poets in various cities and towns across the nation—from New York City to Los Angeles, from Berkeley to Durham, N.C.—are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of “black writing” and pushes us to question our assumptions and presumptions about black identity, “identity politics,” the avant-garde (for example, is it implicitly raced?), formalism, socially “relevant” writing, the (false) dichotomy of form versus content, the black “community,” digital poetry, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.
Class Format: seminar
Requirements/Evaluation: two papers (6-8 pp., 8-10 pp.), short response papers, oral presentation, and class participation
Prerequisites: none, though at least one previous literature course preferred
Enrollment Preferences: American Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under ENGL or COMP
Distribution Requirements: Division 2
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars
Not Offered Academic Year 2017
SEM Instructor: Dorothy Wang

ENGL 328(S) Austen, Eliot, Woolf
Crosslistings: ENGL 328/WGSS 328
At roughly fifty-year intervals, Britain produced three brilliant female novelists—Jane Austen, George Eliot, and Virginia Woolf—who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction—with an emphasis on Austen and Eliot—with special attention to the nature and implications of their narrative methods for representing the consciousness of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of other and vice versa? Do “omniscient” narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? How do these authors’ preoccupations with interior thought relate to their focus on women’s experience? Possible texts may include Austen’s Emma and Persuasion, Eliot’s Middlemarch, Daniel Deronda, and The Lifted Veil, and Woolf’s The Waves.
Class Format: seminar
Requirements/Evaluation: one six-eight-page and one ten-twelve-page essay
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under ENGL; meets Division 1 requirement if registration is under WGSS
Distribution Requirements: Division 1
Other Attributes: AMST Literary Histories B
ENGL Literary Histories B
Spring 2017
SEM Section: 01
ENGL 334(S) When Harlem was in Vogue (D)
Crosslistings: ENGL 334/AFR 335/AMST 344
This course will examine the aesthetics and politics of the first modern African American cultural movement, known today as the Harlem Renaissance. In our readings of key literary texts by authors such as Alain Locke, Jessie Fauset, Zora Neale Hurston, Eric Walrond, Langston Hughes, Claude McKay, Nella Larsen, and Jean Toomer, we will discuss both the national and global contexts of so-called “New Negro Writing.” Furthermore, we will trace the heated debates between Harlem’s leading intellectuals and artists on the definitions of Black art, the themes and language most appropriate to “race literature” (as well as those seen as least appropriate to it), the responsibilities of the Black artist and his or her position vis-à-vis American and world literature. This course fulfills the EDI requirement by examining the relationship between race and canon-making in the early twentieth century.
Class Format: seminar
Requirements/Evaluation: 3 response papers (4-5, 5-6 and 6-7 pages) during the course of the semester; students will also prepare in-class presentations and participate in discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST
Distribution Requirements: Division 1
Other Attributes: ENGL Literary Histories B
ENGL Literary Histories C
Spring 2017
SEM Section: 01
ENGL 336(f) The Black Protest Tradition in America from Prince Hall to Black Lives Matter (D)
Crosslistings: ENGL 336/AFR 337/AMST 337
works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.
Class Format: seminar
Requirements/Evaluation: engaged and thoughtful discussion, in-class writings, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper
Extra Info: may not be taken on a pass/fail basis
meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS
Prerequisites: none
Enrollment Preferences: ENGL, WGSS, and AMST majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Requirements: Division 1
Exploring Diversity
Other Attributes: ENGL Literary Histories B
Spring 2017
SEM Section: 01
CANCELLED
This course examines the development of various overlapping African American and Afro-Caribbean protest traditions in the past two hundred years, such as Abolitionism, early reparations movements, the civil rights movement, the Black Panthers, black feminism, and Black Lives Matter. We will read a variety of speeches, essays, poems, songs, sermons, and pamphlets by writers, activists, and artists such as David Walker, Robert Wedderburn, Anna Julia Cooper, Ella Baker, Martin Luther King Jr, Malcolm X, Amiri Baraka, Angela Davis, George Jackson, and the Combahee River Collective. We will also examine the documents and online-syllabi of the Black Lives Matter movement. This course fulfills the EDI requirement as its points of focus are race formation in the US and the black liberation tradition that developed in opposition to racial legal and social norms both at home and abroad.

**Class Format:** seminar

**Requirements/Evaluation:** 3 response papers (4-5, 5-6 and 6-7 pages) during the course of the semester. Students will also prepare in-class presentations and participate in discussion.

**Extra Info:** may not be taken on a pass/fail basis

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

**Enrollment Preferences:** English majors

**Enrollment Limit:** 25

**Expected Class Size:** 19

**Distributional Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR or AMST

**Distributional Requirements:**

- Division 1
- Exploring Diversity
- Other Attributes:
  - ENGL Literary Histories C

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**Fall 2016**

**SEM Section:** 01 MW 11:00 AM 12:15 PM  Instructor: Marina Bibij

**ENGL 337(S) The Social Life of Renaissance Poetry**

What is the relationship between interior life and the public sphere? Many of the accomplishments of Renaissance poetry are inward-facing: psychological intensity, religious devotion, eroticism, the discovery of nature as a space of retreat. This writing was not produced by solitary geniuses, however, but rather by men and women whose texts were embedded in social networks. We will consider social spaces of poetic production, including court, country house, city, and coterie, as well as transnational spaces created by literary influence, cultural exchange, and travel. Authorship, style, commerce, patronage, privacy, sexuality, marriage, censorship, and the history of the book will be our conceptual preoccupations. Poets will include Petrarch, Wyatt, Elizabeth I, Sidney, Spenser, Donne, Shakespeare, Jonson, Marvell, and Milton.

**Class Format:** seminar

**Requirements/Evaluation:** one 7-page paper, one 12-page paper, in-class presentation, thoughtful participation in discussions.

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

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 1

**Other Attributes:**

- ENGL Literary Histories A

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**Spring 2017**

**SEM Section:** 01 TF 02:35 PM 03:50 PM  Instructor: Emily Vassilioukas

**ENGL 338(F) The American Renaissance**

**Crosslistings:** ENGL 338/AMST 338

"The American Renaissance" is the name given to US literature from 1830-1860. The explosive cultural energy of this period was provided by expanding optimism, religious and spiritual experientialization, the horror of slavery and the looming Civil War. If you don't read the spiritual and existential exploration of Emerson, Thoreau, and Whitman, or the existential despair of Poe, Hawthorne, Dickinson and Melville, all in the light of the brilliant escaped slave autobiography of Harriet Jacobs, then you won’t grasp much of the cultural history of the United States in the two following centuries.

**Class Format:** seminar

**Requirements/Evaluation:** 3 papers totaling about 15 pages, class participation.

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

**Enrollment Preferences:** English majors, American Studies majors

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST

**Distributional Requirements:** Division 1

**Other Attributes:**

- ENGL Literary Histories B

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**Fall 2016**

**SEM Section:** 01 TF 02:35 PM 03:50 PM  Instructor: John Limon

**ENGL 340(S) Transparency and Opacity**

**Crosslistings:** ARTS 340/ENGL 340

"Transparency" and "opacity" are metaphors—evoking openness and corruption, for example—and they are also material properties. In this course, students will consider transparency and opacity as formal devices alongside related tools, such as symmetry, reflectivity, reflexivity, and perspective. An intensive program of reading and looking will situate our investigation within discourses of political theory, literary criticism, psychology, architecture, and more; authors include philosopher Edouard Glissant, architectural theorist Alejandro Aravena, and novelist Tom McCarthy, among others. We will investigate visual artists whose work uses transparent, translucent, and opaque materials, including Marcel Duchamp, Donald Judd, Josiah McElheny, Michaelangelo Pistoletto, David Hammons, Joseph Kosuth, Paul Chan, and Demetrius Oliver. Our research will inform a sequence of demanding independent studio exercises; creative work and group critique are important components of this course. Assessable tasks include response papers, studio exercises, and a studio project.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based on full and active participation and quality of studio work

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a 100-level ARTS course OR one 100-level ENGL course OR permission of the instructor

**Enrollment Preferences:** Art Studio majors, English majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

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**Spring 2017**

**STU Section:** 01 R 01:10 PM 03:50 PM  Instructor: Steffani Jemison

**ENGL 341(S) American Genders, American Sexualities (D)**

**Crosslistings:** ENGL 341/WGSS 342/AMST 341

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two culturally rich periods—roughly 1880-1940 (when the terms “homosexual” and “heterosexual” came to connote discrete sexual identities), and the contemporary context of the "postmodem" 21-century—we will explore what it means to read and theorize “queerly.” Among the questions we will ask: What counts as “sex” or “sexual identity” in a text? Are there different ways of being “bisexual”, “queer” or “transgender” writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has “queerness” proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammond, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodríguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, and critical theorization, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper

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

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distribution Notes:** meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS or AMST

**Distributional Requirements:**

- Division 1
- Exploring Diversity
- Other Attributes:
  - AMST Arts in Context Electives
  - AMST Critical and Cultural Theory Electives
  - ENGL Critical Comebacks
  - ENGL Literary Histories C
  - WGSS Racial Sexual + Cultural Diversity Courses
  - WGSS Theory Courses

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**Spring 2017**

**SEM Section:** 01 TF 01:10 PM 02:25 PM  Instructor: Kathryn Kent

**ENGL 343(F) Whitman and Dickinson in Context (W)**

In this tutorial, we will read closely the works of two of the most influential and fascinating poets in the U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings-in Whitman’s case, his essays, in Dickinson’s, her letters- we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicly and privacy in his/her work, as well as their efforts to "perform" and/or reform the American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition/slavery, women's suffrage, temperance, and territorial expansion. Finally, we will explore Whitman and Dickinson’s relation to significant literary and philosophical movements of the
ENGL 349(S) Contemporary Theatre and Performance

Crosslistings: THEA 345/ENGL 349/COMP 355/AMST 345

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in theatre and performance today? What are the hot topics? Who are the writers, performers, and directors of our recent past and present moment? This seminar course will consider both experimental and mainstream drama and performance mainly in the U.S. from the past fifteen years, focusing on topics such as: postmodern performance, theatre of images, auteur-directions, new realism, identity theatre, eco-theatre, performance art, postdramatic theatre, devised performance, virtuosic theatre, immersive theatre, social practice, neo-collectivism, and more. As part of the seminar, students will conduct individual research on selected topics and present their findings through oral reports. We will take a trip to New York to see a show and speak with contemporary theatre makers. Artists and groups considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Meredith Monk, Edward Albee, Maria Irene Fornes, Sam Shepard, Caryl Churchill, Tony Kushner, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Young Jean Lee, Annie Baker, Brando Jacobs-Jenkins, Quiara Alegria Hudes, Anne Washburn, Elevator Repair Service, Nature Theatre of Oklahoma, The Civilians, and many others. As a final project students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling right now?"

Class Format: seminar

Requirements/Evaluation: evaluation will be based on written and dramaturgical-based assignments, an oral presentation, as well as in-class discussions and a final creative writing and/or performance project

Prerequisites: an introductory course in THEA, ENGL, ARTH, COMP, or AMST

Enrollment Preferences: Theatre, Art History/English or Comparative Literature majors

Enrollment Limit: 18

Expected Class Size: 12

Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGS

Distributional Requirements: Division 1

Spring 2017

SEM Section: 01  TF 02:35 PM 03:50 PM  Instructor: Amy Holzapfel

ENGL 355(F) The Brontës

Crosslistings: ENGL 355/WGSS 353

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1847, each published her first novel—two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, Jane Eyre, to the underrayed Anne's brilliant and disturbing anatomy of an abusive marriage, The Tenant of Wildfell Hall, to Emily's singular masterpiece Wuthering Heights, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 Life of Charlotte Bronte, "the first full-length biography of a woman novelist by a woman novelist" which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Charlotte's birth, we will consider how their shared efforts helped all three sisters to push through boundaries for other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

Class Format: seminar

Requirements/Evaluation: discussion, two critical essays and two short creative pieces

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

Enrollment Preferences: English majors, WGS Majors, seniors

Enrollment Limit: none

Expected Class Size: 25

Distribution Notes: meets Division 1 requirement if registration is under ENGL, meets Division 2 requirement if registration is under WGS

Distributional Requirements: Division 1

Other Attributes: ENGL Literary Histories B

Fall 2016

SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Alison Case

ENGL 356(F) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora

Crosslistings: AFR 323/AMST 323/ARTH 223/COMP 322/ENGL 356

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's Bayou and Ho Che Anderson's King: A Comic Biography, we will consider multiple ways the graphic novel comingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels and comic strips, with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for
marginalized peoples. During the course, students will keep a journal with images, themes and reflections and will use Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

Class Format: seminar
Requirements/Evaluation: evaluation will be based upon class participation, weekly written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story with Comic Life)
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: this course is part of the Gaudino Danger Initiative
Distribution Notes: meets Division 2 requirement if registration is under AFR or AMST; meets Division 1 requirement if registration is under ARTH, COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2016
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Rashida Braggs

ENGL 357(T) Twentieth-Century American Poets (W)
This tutorial focuses upon poems by Twentieth-Century Americans, including Robert Frost, T. S. Eliot, Wallace Stevens, Elizabeth Bishop, and Adrienne Rich. Each student writes five essays, critiqued by his or her tutorial partner, and discussed with the instructor.

Class Format: tutorial
Requirements/Evaluation: five essays, participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive

Spring 2017
TUT Section: T1 TBA Instructor: Robert Bell

ENGL 358(S) Across the Oceans, Across the Seas (D) (W)
Crosslistings: ENGL 358/COMP 358/AFR 358

This course will consider literature that depicts the circulation of peoples and commodities and (often people as commodities) across the world's oceans in the 19th and 20th centuries. We will consider such issues as the microcosm of the ship; the slave trade and the Middle Passage; indentured servitude and the Indian Ocean; the ocean as a space of flux and transformation, and figures such as the maroon, the castaway, the lascar, and the pirate. We will read texts by Herman Melville, Claude McKay, Derek Walcott, Kamau Brathwaite, and Amitav Ghosh. Secondary and theoretical texts will include works by Paul Gilroy, C.L.R. James, Edouard Glissant, and Khal Torabully. The course will contribute to the College's Exploring Diversity Initiative by exploring cultural encounters and transformations in the transitional, transnational space of the world ocean.

Class Format: seminar
Requirements/Evaluation: participation in discussion and a class blog, and 20 pages of writing distributed over three papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under ENGL, or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Nasia Anam

ENGL 360(S) James Joyce's "Ulysses"
This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century. James Joyce's Ulysses, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism) are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing Ulysses as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's Odyssey, as well as critical essays. Students unfamiliar with Joyce's short novel A Portrait of the Artist as a Young Man, which introduces characters later followed in Ulysses, are urged to read it in advance of the course.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, several group reports, a midterm exam, a 5-page paper, and an 8- to 10-page paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements:

Division 1
Other Attributes:
ENGL Literary Histories C

Spring 2017
SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Robert Bell

ENGL 361(F) Nabokov and Pynchon

After a brief comparative study of their short stories, the course will focus on selected novels by each author. Texts include: Pnin, Lolita, and Pale Fire by Nabokov; and, by Pynchon, The Crying of Lot 49, and Gravity's Rainbow (to which a substantial portion of the latter part of the course will be devoted).

Class Format: seminar
Requirements/Evaluation: midterm and final papers (roughly 15-18 pages total), and a take-home final exam
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors, not open to first-year students
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:

Division 1
Other Attributes:
ENGL Literary Histories C

Fall 2016
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Stephen Fix

ENGL 362(T) Approaches to W. B. Yeats (W)
We will read the poetry and selected prose and plays of William Butler Yeats. Widely regarded as one of the most influential English-language poets of the twentieth century, Yeats was also a novelist, playwright, critic, autobiographer, and a founder of the Irish national theater. We will consider how his writings were shaped by, and responded to, the literary and political contexts of his time; how he conceived of authorial selfhood, its construction in language, and the functions of literature; and his transactions with his contemporaries (from Wilde to Pound to Auden). Applying a range of critical and theoretical approaches to his writings, and giving particular attention to textual materialism, we will study closely Yeats's compositional process and his habits of repeated revision of published works, as well as his formal techniques.

Class Format: tutorial
Requirements/Evaluation: 5-7 page papers every other week, assessment of partner's essays, tutorial performance, and one substantial revision
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level English course, except 150
Enrollment Preferences: preference given to English majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:

Division 1
Writing Intensive

Spring 2017
TUT Section: T1 TBA Instructor: James Pethica

ENGL 363 Literature and Psychoanalysis (W)
Crosslistings: COMP 340/ENGL 363

The British psychoanalyst D. W. Winnicott once wrote: "It is a joy to be hidden, and a disaster not to be found." This course will explore the many ways in which writing enacts this paradox, examining in the process several main strands of psychoanalytic thought in relation to literature that precedes, accompanies, and follows it in history. Approximately the first two-thirds of the course will involve close readings of theoretical and literary texts, which will be shared in a seminar format. In the latter portion of the course, students will work with each other and with the instructor on analyzing the processes of reading and writing as they produce original psychoanalytic readings of texts of their choice. All readings in English.

Class Format: lecture/discussion
Requirements/Evaluation: active engagement with the material and with each other, plus two 5-page papers, one 8-page paper, and a symposium presentation
Prerequisites: one previous course in either COMP or ENGL, or permission of instructor

ENGL 365 Literature and Psychoanalysis (W)
Crosslistings: COMP 340/ENGL 363
ENGL 367(S) Documentary Fictions
Crosslistings: ENGL 367/ARTH 367
Documentary Fictions investigates the history of reality-based film and video. Using readings drawn from cultural studies, film history and literary theory, we will consider films ranging from Nanook of the North through Grizzly Man and Citizenfour. How do contemporary technologies of representation (medical imaging, FaceTime, video surveillance) inflect our sense of the world, and of ourselves?
Class Format: seminar
Requirements/Evaluation: several written exercises; two or three media exercises; two film screenings
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor
Enrollment Preferences: English majors; Art History majors; prospective English majors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C
FMST Core Courses
Spring 2017
SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Shawn Rosenheim

ENGL 368 Ireland in Film
In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers: as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, with the main aim of assessing the achievement of indigenous filmmakers and the newly ascendant film movement in Ireland. We will consider the impact of commercial considerations on Irish cinema, and the powerful influence of British and American films (and especially those offering competing representations of Ireland) on Irish filmmakers. We will also read the literary texts on which some films were based, so as to consider the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major themes in modern Irish history and culture. Films to be viewed may include: Man of Aran, The Informer, The Quiet Man, Eat the Peach, In the Name of the Father, Butcher Boy, Intermission, The Playboys, Into the West, The Field, The Crying Game, Michael Collins, Ondine and In Bruges and we will also assess one or more short independent films such as Budawanny and Adam and Paul. Special attention will be given to the work of Neil Jordan, Jim Sheridan and Terry George.
Class Format: seminar
Requirements/Evaluation: two 7-page papers, regular reading responses, and active participation in class discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students
Enrollment Preferences: none
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1
Other Attributes: FMST Related Courses

ENGL 371T The Brothers Karamazov (W)
Crosslistings: RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester exploring Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.
Class Format: tutorial
Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one 200-level literature class
Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: JLIST Interdepartmental Electives
Not Offered Academic Year 2017
TUT Instructor: Julie Cassiday

ENGL 375 New Asian American, African American, Native American, and Latina/o Writing (D)
Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403
Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity"body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant-garde writing is said to concern itself "purely" with formal questions, divorced from the socio-historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant-garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latina/o writers which challenges preconceptions about ethnic literature, avant-garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re-think our received notions about literature. Authors to be read include William Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on either one 16- to 18-page seminar paper or two shorter papers (one 7-8 pages and one 9-10 pages); short response papers; participation
Prerequisites: those taking this as an ENGL class must have previously taken a 100-level ENGL course
Enrollment Preferences: American Studies majors
ENGL 388 Asian American Writing and the Visual Arts (D)
Crosslistings: AMST 304/ENGL 388/COMP 307
This course examines the intersection of Asian American writing and the visual arts in a range of works: graphic novels, art criticism, collaborative projects between poets and visual artists, works that combine textual and visual elements, ekphrastic poems, projects, video, work, digital poetry, among others. Writers and artists to be discussed include Mei-mei Benssenbrugge, Theresa Cha, Patty Chang, Mel Chin, Bhanu Kapil, Janice Lee, Tan Lin, Yoko Ono, Adrian Tomine, and John Yau.

Class Format: seminar
Requirements/Evaluation: two papers, short assignments, presentation, participation
Prerequisites: none
Enrollment Preferences: American Studies majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under AMST; meets Division 1 requirement if registration is under ENGL or COMP

ENGL 389(F) Fiction of Virginia Woolf
Crosslistings: ENGL 389/WGSS 389
"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and inchoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including The Voyage Out, Jacob's Room, Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, and Between the Acts, together with selected short fiction and critical essays.

Class Format: seminar
Requirements/Evaluation: discussion, weekly journal, 3-4 to 6-page essays
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors, WGSS majors, seniors
Enrollment Limit: non
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories C

ENGL 395(S) Signs of History
Crosslistings: ENGL 395/COMP 395/HIST 395
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar will attempt to answer these questions through readings of works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation interpenetrate. Readings may include works by Burke, Hegel, Charlotte Smith, de Tocqueville, Marx & Engels, Woolf, and Benjamin.

Class Format: seminar
Requirements/Evaluation: three papers (two 6 and one 8-10 page) and weekly posts
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: ENGL Criticism Courses

ENGL 410(F) Black Literary and Cultural Theories
Crosslistings: AMST 410/COMP 410/ENGL 410/AFR 410
This course will examine the writings of black twentieth- and twenty-first-century Anglophone and Francophone literary and cultural theorists in the African diaspora. We will begin with Sojourner Truth and W.E.B. Du Bois and end with current debates between the "Afro-Pessimists" and "Afro-Optimists." We will be reading writers from the United States, Britain, Africa, the Caribbean, and Europe, moving through the writings of the Harlem Renaissance, Ngritude, Pan-Africanism, the Black Arts movement and Black Panthers, the Black Atlantic, and black feminism and queer studies. We will come to see that there is no easy separation between questions of politics (e.g., anti-colonialist, anti-racist, anti-capitalist) and those of aesthetics and poetics.

Class Format: seminar
Requirements/Evaluation: midterm, participation (attendance, discussions, GLOW posts), short paper (4-5 pp.), two response papers (2-3 pp. papers), final project (10-12 pp.: analytical paper)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: AMST majors
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AMST or AFR; meets Division 1 requirement if registration is under COMP or ENGL
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives

ENGL 445 World's End: Literary Ecologies of the Limit
Consciousness of the world's finitude in a time of environmental degradation and headlong global capitalism prompts restraint, a harboring of resources. But beyond the economic logic of conservation and expenditure, might imagining the world from the vantage point of its limit provoke a more profound rethinking of ourselves and the things of the world? Does it change what it means to possess, or even what an experience of the world is? Does it change human relationship? This course explores these questions in part by reaching back to the early modern period, when the boundedness of nations and worlds first came to view in a meaningful way. But the course will have a long arc, from Shakespeare to Godard. Primary works may include: Shakespeare, King Lear; Marvell, "Upon Appleton House"; Browne, Um Burial; Bentley, Sacred Theory of the Earth; Defoe, Robinson Crusoe; Verne, Journeys to the Center of the Earth; Godard, Weekend and Goodbye to Language; Tarkovsky, Solaris; Delillo, White Noise; Atwood, Oryx and Crake. Theoretical texts include: Nixon, Slow Violence; Agamben, The Time that Remains; Heidegger, Question Concerning Technology; Latour, An Inquiry into Modes of Existence; Nancy, After Fukushima, Derrida, "On an Apocalyptic Tone..." and Beast and the Sovereign.

Class Format: seminar
Requirements/Evaluation: one 5-page paper and one final 15-page paper
Prerequisites: none
Enrollment Preferences: English Majors using the course to fulfill a requirement
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Moby-Dick, Ellison invokes a sermon that appears briefly in the opening chapter of Herman Melville's story, "Benito Cereno." In the prologue to Invisible Man, Ellison invokes a sermon that appears briefly in the opening chapter of Moby-Dick. In his essays on comedy and American culture, Ellison comments trenchantly on Adventures of Huckleberry Finn. Melville and Mark Twain were, in many obvious ways, as different as two writers can be. Nonetheless, they also have many surprising similarities, and it is not difficult to understand why both are so important to Ellison. This course will examine the novels, stories, and essays of these three writers, with particular attention to the themes that they have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among those themes.

Class Format: Seminar
Requirements/Evaluation: Journal, final 15 page paper
Prerequisites: A 100-level ENGL course, or a score of 5 or 6 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division I

Other Attributes:
AMST Arts in Context Electives

Expected Class Size: 20

ENGL 569(S) Topics in Critical Theory: Marx and Marxism
This course is for students of any major who wish to continue studying critical, cultural, or literary theory. Students will give close attention to a single theorist or philosophical school or perhaps to a single question as taken up by several theorists. Prior coursework in critical theory or continental philosophy, no matter the department, is strongly recommended. The subject of this semester's seminar is Marxism and Marxism. Everybody knows that Marx was the great enemy of capitalism, but just saying that doesn't tell you much. So what is the second thing you want to say about Marx? Is there, for instance, anything distinctive about his reasons for not liking capitalism? Is everyone who opposes capitalism a Marxist? Is capitalism Marx's sole and exclusive concern? Or is there perhaps a Marxist method, maybe even a Marxist philosophy, that could be directed towards objects other than capitalist ones? We will spend the summer trying to grapple with the specificity of Marx's thought. What is unusual about how Marx thinks about capitalism? And could we think that way about other things, too?

Class Format: Seminar
Requirements/Evaluation: Regular attendance, informal weekly writing, 25-page seminar paper
Extra Info: May not be taken on a pass/fail basis
Prerequisites: None
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division I

Other Attributes:
AMST Critical and Cultural Theory Electives
ENGL Criticism Courses

ENGL 313(F) Description: A Craft Course for Writers of Poetry and Prose
Why do we describe things? Why do writers put so much care into their descriptions of objects and inner states? What kind of authority do they draw from precise descriptive language? What is an "exactly perceived" detail? How can a phrase carry sensory information? How do colors have speeds? This class explores the power of description in capturing physical perceptions and making pictures of the world more felt, more real. To better understand the range of expressive possibilities and technical strategies involved in description, we will devote the semester to reading and imitating the acute sensory visions of Li Po, Tu Fu, Basho, Issa, Hopkins, Rilke, Williams, Bishop, Elizabeth Bowen, Pascale Monnier, and various contemporary African writers. Each week the reading will serve as a springboard for imitations and other written exercises.

Class Format: Seminar
Requirements/Evaluation: Class participation, and a final portfolio comprised of weekly writing exercises
Extra Info: May not be taken on a pass/fail basis
Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam or permission of instructor
Enrollment Preferences: English majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division I

Other Attributes:
ENGL Creative Writing Courses

ENGL 377(S) Advanced Memoir Workshop (W)
An advanced workshop designed to further explore the problems and possibilities that arise in the composition of memoir. Workshop sessions will be devoted to both published and student work. Individual conferences will supplement the workshop sessions, and considerable emphasis will be placed on the process of revision. Students will receive written critiques from other students as well as the instructor.

Class Format: Seminar
Requirements/Evaluation: Class participation, exercises, and final portfolio
Extra Info: May not be taken on a pass/fail basis
Prerequisites: A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam or permission of instructor
Enrollment Preferences: English majors
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division I

Other Attributes:
ENGL Creative Writing Courses

ENGL 288(F) Introductory Workshop in Memoir
A course in basic problems and possibilities that arise in the composition of memoir. Individual meetings with the instructor will be available. Class sessions will be devoted to the discussion of both published and student work. Students will receive written critiques from other students as well as the instructor.

Class Format: Seminar
Requirements/Evaluation: Evaluation will be based on class participation, critiques of classmates' work, several writing exercises and at least 30 pages of memoir
Prerequisites: None
Enrollment Preferences: Selection based on writing samples, interested students should pre-register for the class and will be emailed with instructions for a writing sample if the class is over-enrolled
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division I

Other Attributes:
ENGL Creative Writing Courses

ENGL 283(F,S) Introductory Workshop in Fiction
An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

Class Format: Seminar/Workshop
Requirements/Evaluation: Successful completion of assigned exercises and a final portfolio of at least 30 pages of revised fiction
Prerequisites: Permission of instructor
Enrollment Preferences: Selection is based on writing samples
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division I

Other Attributes:
ENGL Creative Writing Courses
Prerequisites: an introductory creative writing class and/or permission of the instructor

Enrollment Preferences: selection is based on writing sample, interested students should pre-register for the class and will be emailed with instructions for a writing sample if the class is over-enrolled

Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1
Writing Intensive

Other Attributes: ENGL Creative Writing Courses

**Spring 2017**
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Joanna Klink

**ENGL 382(S) Advanced Workshop in Poetry**
This workshop will include readings in modern and contemporary poetry, weekly writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.

Class Format: seminar/ workshop
Requirements/Evaluation: quality of work, improvement, commitment, and participation in class
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENGL 281 and permission of instructor

Enrollment Preferences: if over-enrolled, admission will be decided via a writing sample
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1
Other Attributes: ENGL Creative Writing Courses

**Spring 2017**
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Joanna Klink

**ENGL 384(S) Advanced Fiction Workshop**
A further consideration of the complexities and possibilities involved in the writing of short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

Class Format: seminar
Requirements/Evaluation: 30 pages of fiction and 6 exercises
Prerequisites: English 283 or 385 or permission of the instructor

Enrollment Preferences: selection will be made on the basis of writing samples
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 1
Other Attributes: ENGL Creative Writing Courses

**Spring 2017**
SEM Section: 01  TF 02:35 PM 03:50 PM  Instructor: James Shepard

Students interested in taking a creative writing course should preregister and be sure to attend the first class meeting. Class size is limited; final selections will be made by the instructor shortly after the first class meeting. Preregistration does not guarantee a place in the class. Students with questions should consult the appropriate instructor.

**HONORS AND INDEPENDENT STUDY**

**ENGL 397(F) Independent Study: English**
English independent study.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis
Prerequisites: 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

Distributional Requirements: Division 1

**Fall 2016**
IND Section: 01  TBA  Instructor: John Limon

**ENGL 398(S) Independent Study: English**
English independent study.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis
Prerequisites: 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

Distributional Requirements: Division 1

**Spring 2017**
IND Section: 01  TBA  Instructor: John Limon

**ENGL 493(F) Honors Colloquium: English**
A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program.

Class Format: independent study
Requirements/Evaluation: evaluation will be based on participation and on individual progress on the thesis projects, which will be determined in consultation with each student's honors advisor
Prerequisites: admission to the department Honors program
Enrollment Limit: none
Distributional Requirements: Division 1

**Fall 2016**
HON Section: 01  W 01:10 PM 03:50 PM  Instructor: Gage McWeeny

**ENGL 494(S) Honors Thesis: English**
English honors thesis. Required of all senior English majors pursuing critical theses and critical specialization.

Class Format: independent study
Distributional Requirements: Division 1

**Spring 2017**
HON Section: 01  TBA  Instructor: John Limon

**ENGL 497(F,S) Honors Independent Study: English**
English honors thesis. Required of all senior English majors pursuing departmental honors in creative writing.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 1

**Fall 2016**
HON Section: 01  TBA  Instructor: John Limon

**ENVIRONMENTAL STUDIES**
Chair: Professor RALPH BRADBURD
Associate Director: Lecturer SARAH GARDNER

Professor: R. BRADBURD. Assistant Professors: N. HOWE, P. KOHLER. Class of 1946 Visiting Distinguished Professor of Environmental Studies: E. KOLBERT. Class of 1946 Visiting Distinguished Professor of Environmental Studies: D. CASSUTO. Lecturer: S. GARDNER. Visiting Lecturer: A. APOTSOS. Mellon Postdoctoral Fellow in Environmental Studies: L. BELDO. Research Associates: R. BOLTON, VENOLIA.

Environmental Studies Advisory Committee: Professors: H. ART, R. BRADBURD, J. FRENCH. Associate Professors: M. COOK, J. MANIGAULT-BRYANT, L. MAROJA. Assistant Professors: N. HOWE, P. KOHLER. Lecturer: S. GARDNER.

Maritime Studies Advisory Committee: Professors: H. ART, R. BRADBURD, R. COX. Associate Professors: C. TING, L. GILBERT. Associate Dean: J. GERRY.

Mystic Executive Director: T. VAN WINKLE.

**MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES**

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HENRY W. ART, Professor of Biology and Environmental Studies
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MIA S. COOK, Associate Professor of Geosciences
DAVID P. DETHIER, Professor of Geosciences*
JOAN EDWARDS, Professor of Biology
LAURA EPHRAIM, Assistant Professor of Political Science
MICHAEL EVANS, Assistant Director of the Zilkha Center for Environmental Initiatives
JESSICA M. FISHER, Assistant Professor of English
ANTONIA FOIAS, Professor of Anthropology and Sociology
JENNIFER L. FRENCH, Professor of Spanish
SARAH S. GARDNER, Lecturer in Environmental Studies
MATTHEW GIBSON, Assistant Professor of Economics
LISA GILBERT, Associate Professor of Geosciences and Marine Sciences
GLENN GORDINIER, Academic Chair, Williams-Mystic Maritime Studies Program
CATHERINE HALL, Lecturer, Williams-Mystic Maritime Studies Program
JACQUELINE HIDALGO, Associate Professor of Latina/o Studies and Religion
NICOLAS HOWE, Assistant Professor of Environmental Studies
SARAH JACOBSON, Associate Professor of Economics
Studies.

Concentration in Environmental Studies and a Concentration in Maritime Environmental Studies. The new curriculum offers just one major, Environmental Policy, with three separate tracks in each, each with its own curriculum, ENVI offered two different majors, Environmental Science and restructuring of the Environmental Studies curriculum. Under the previous in Environmental Studies or Maritime Studies may do so under this category who feel that this creates problems for them may request an accommodation from the Chair or Associate Director of Environmental Studies. Starting with the Class of 2019, students who wish to pursue a major in either Environmental Studies or Maritime Studies that may do so under the new curriculum. Students in the Class of 2018 who declared a major in either Environmental Studies or Maritime Studies that may do so under the new curriculum. The new curriculum offers just one major, Environmental Studies (see below for a complete description), as well as a Concentration in Environmental Studies and a Concentration in Maritime Studies.

The Major: Students in the Class of 2017 who declared a major in either Environmental Science or Policy are “grandparented” to the earlier curriculum. Students in the Class of 2018 who declared a major in Environmental Studies in Spring 2016 will pursue their major under the new curriculum, though students in this category who feel that this creates problems for them may request an accommodation from the Chair or Associate Director of Environmental Studies. Starting with the Class of 2019, students who wish to pursue a major in either Environmental Studies or Maritime Studies that may do so under the new curriculum. The Concentrations: Students in the Class of 2017 who wish to pursue a Concentration in Environmental Studies or Maritime Studies or may do so under the requirements of the previous curriculum. Students in the Class of 2018 who declared a Concentration in Environmental Studies or Maritime Studies in Spring 2016 will pursue their major under the new curriculum, though students in this category who feel that this creates problems for them may request an accommodation from the Chair or Associate Director of Environmental Studies. Starting with the Class of 2019, students who wish to pursue a Concentration in Environmental Studies or Maritime Studies or may do so under the new curriculum. Because there are some students whose requirements will be those of the new curriculum and some whose requirements are set by the earlier curriculum, we provide the following descriptions below, CES is one of the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, work-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the three course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

Overview of the Major and Concentrations for Classes of 2018 and Subsequent Classes

The Program in Environmental Studies offers three curricular options: students may pursue either a major in Environmental Studies or, alternatively, a concentration in Environmental Studies or Maritime Studies that complements a major in a different subject.

The Environmental Studies major is an eleven course major. The major has a “core” of six courses. All majors are required to take two of these courses: ENVI 101 and ENVI 102. ENVI 101, Nature and Society, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102, Environmental Science, introduces students to the interdisciplinary study of environmental systems through the synthesis of physical, chemical, biological, and geological perspectives. All majors are also required to take, in the senior year (or junior year under special circumstances), one 400-level Environmental Studies capstone research practicum that involves either collaborative research on a specific environmental problem or classroom team projects on issues of immediate environmental significance in the Berkshire region; we plan to offer students at least two such courses in each year between which to choose. The remaining component of the “core” is comprised of three courses, one each in each of the three concentrations, with each list representing the three main branches of the environmental curriculum (environmental humanities, environmental social science/policy, and environmental science). Students choose, in consultation with their major advisor, the course(s) from each of the three concentrations.

Building on this six-course foundation, each ENVI major devises a five-course cluster of electives that together comprise a disciplinary or thematic specialization sequence—for example, climate change policy, environmental justice, sustainable cities, environmental ethics, etc. Students are responsible for designing their own specialization cluster in consultation with a faculty advisor and the CES Advisory Board in the spring semester of their sophomore year. One of these five electives in the cluster must be among those listed by the Program as a research methods course.

The study of living systems is an integral component of environmental studies, and therefore all students majoring in environmental studies will need to complete at least one course designated by the Program as a “living systems” course (this may be within their specialization cluster or as one of their 200-level foundational courses).

The Environmental Studies concentration is a six course concentration in which students take an intermediate-level core courses while pursuing another major. In addition to the core of ENVI 101, ENVI 102 and one of the 400-level ENVI capstone practicum courses, students pursuing the concentration will take one elective each from each of three lists of courses, each representing a broad category of human-environmental, humanities, arts, and social sciences; and environmental policy.

The Maritime Studies concentration is a seven course concentration that builds on course work completed during the Williams-Mystic Maritime Studies Program and includes an intermediate-level core courses. Williams-Mystic, students pursuing the Maritime Studies concentration will also take the interdisciplinary introductory course GEOS 104 (Oceanography), an elective, and one of the 400-level ENVI capstone practicum courses. Students may petition the Williams-Mystic Maritime Studies concentration to have completed other study-away programs that emphasize marine studies or to have completed other study-away programs that emphasize marine studies and that the student wishes to substitute for ENVI 102.

Submitting your Proposed “Course Cluster” and “Plan of Study” to the Major

Students intending to major in environmental studies must meet with a prospective advisor chosen in consultation with the Environmental Studies Chair to develop their proposed five-course cluster and plan of study through the major. We encourage all students interested in the major to meet with a faculty member in Environmental Studies at least one week prior to spring Pre-registration to discuss their proposed cluster and plan of study. The proposals must be submitted to the program Chair on or before the final day of pre-registration in the spring of the sophomore year. Application materials and instructions are available from Environmental Studies faculty and on the CES website (ces.williams.edu). The proposals will be reviewed by the CES Advisory Board.

Credit for AP, IB, A-levels and other pre-Williams courses: At this time, students are not allowed to place out of ENVI 101. Students who have received an AP score of 5 in Environmental Science or a grade of 6 or higher in the IB Environmental Science course may submit a petition to the Chair or Associate Director of Environmental Studies requesting credit for ENVI 101 and ENVI 102. Students may petition the Williams-Mystic Maritime Studies concentration to have completed other study-away programs that emphasize marine studies, etc. for the course(s) that the student wishes to substitute for ENVI 102.

Substituting laboratory science courses taken at Williams for ENVI 102: Students who have taken two or more laboratory science courses at Williams in BIOL, CHEM, or GEOS may in some circumstances be excused from the requirement to take ENVI 102. Requests should be submitted to the Chair or Associate Director of Environmental Studies prior to the spring of the junior year.

Planning for prerequisites on your path through the Environmental Studies major: While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have prerequisite courses that are taken away from the Environmental Studies major. For example, ENVI/ECON 213 (Intro to Environmental and Natural Resource Economics) has a prerequisite of ECON 110 (Principles of Microeconomics). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. For example, should you want to design a cluster that emphasizes environmental economics, ENVI/ECON 387 (Economics of Climate Change) has a prerequisite of...
ECON 251 (Price and Allocation Theory), which in turn has a pre-requisite of ECON 110. Conversely, should you design a cluster that emphasizes resource conservation, ENVI 312 (Communities and Ecosystems) has a prerequisite of ENVI/BIOI 203 (Ecology) or ENVI/BIOI 220 (Field Botany and Plant Natural History). Students interested in the program are encouraged to consult with members of the Environmental Studies Program and to contact the Environmental Studies Director or Associate Director.

Study Away: Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Furthermore, the Williams-Mystic Program is the foundation of the Maritime Studies concentration. Students considering either a semester or year away and who intend to major or concentrate in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students are required to two courses for the major, and three for concentrations offered by CES. All incoming majors and concentrators will choose a faculty advisor in the spring of their sophomore year.

Advising: Majors and concentrators (or those interested in the major or concentrations offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming majors and concentrators will choose a faculty advisor in the spring of their sophomore year.

Advisors for 2016-17: Ralph Bradburd, Sarah Gardner, Nicolas Howe, Pia Kohler, Mea Cook, Jennifer French, James Manigault-Bryant, Henry Art

HONORS IN ENVIRONMENTAL STUDIES (MAJOR OR CONCENTRATION)

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus winter study project, or a full year project (two semesters plus winter study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, need only complete a four-course specialization cluster. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis.

Because most theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing honors research. Funds to support student research are available from endowment funds of the CES, and an open competition is held each year to allocate summer funding resources. Some other departments also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the end of the week following spring break. If a student wishes to work with a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Environmental Studies concentrations may undertake an honors thesis and submit it to both their major department and Environmental Studies; petitions for a joint honors project should be submitted to the department chair and the Chair of Environmental Studies by the end of the junior year. Students will be notified by the end of the spring semester whether or not their proposal has been approved.

Students and their specializations should plan the thesis process itself (including deadlines and requirements for progress reports and for presenting the final project) and are available on the CES website.

HONORS IN MARITIME STUDIES

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year project (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be in the continuation and expansion of the student’s Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

WINTER STUDY AND INDEPENDENT STUDY

In addition to courses fulfilling the environmental studies major and concentration requirements, the following courses are offered: ENVI 397, 398 Independent Study of Environmental Problems MAST 397, 398 Independent Study: Maritime Studies ENVI 493-W31-494 Honors Thesis and Senior Research MAST 493-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which they would like to become more familiar. We encourage students to bear in mind the interests of the environment and maritime studies when reviewing each year’s Winter Study offerings.

THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is an eleven course major, distributed according to the requirements detailed below.

Introductory required courses (2 courses):
ENVI 101 Nature and Society: An Introduction to Environmental Studies ENVI 102 Introduction to Environmental Science

200-level foundational courses required for all ENVI majors (3 courses, 1 from each category):

Culture/Humanities
ENVI 217 Environmental Humanities: Theory and Practice EnVI 244 Environmental Ethics
ENVI 209 Ecologies of Place

Social Science/Policy:
ENVI/ECON 213 Introduction to Environmental and Natural Resource Economics (ECON 110 prerequisite)
ENVI 270 Environmental Problems: Social Causes, Consequences and Policy Solutions

Environmental Science (with lab):
ENVI 203 Ecology
ENVI 205 Geomorphology
ENVI 215 Climate Changes

Specialization (5-course) Cluster (including a “methods course” and one “living systems” course)

In the spring of the sophomore year, at the same time that the major declaration is due, each student planning to major in Environmental Studies is required to submit a detailed proposal for a specialization cluster comprised of five elective courses built around a disciplinary or thematic focus. The proposed specialization must include one course identified as a “methods” course, that is, a course providing substantial training in a relevant method of inquiry (see list below for indicative list of courses that might fulfill that designation).

To help students get a better idea of what the “cluster” entails, we have provided examples of specialization clusters on the CES website, including on the following themes (not intended to be an exhaustive list): climate change policy, environmental economics, environmental justice, environmental intercultural studies, environmental geosciences, environmental planning and design, urban environmental studies, water and energy, sustainable food and agriculture, environmental justice.

The student’s specialization sequence will be developed under guidance of an adviser from the CES faculty, and formally approved by the CES Advisory Board, and will be examined in the broader context of the student’s proposed route through the major (including their choice of 200-level foundational courses and choice of research practicum). One of the courses in the student’s proposed route through the major must be from a designated list of “living systems” courses (below).

Courses taken abroad may be included in the specialization with the approval of the Chair or Associate Director. Additional courses from the 200-level group requirements (culture/humanities; social science/policy; and environmental science) or from among the research practicum courses may also be included in the specialization.

One “methods course” requirement:
ENVI 214 /GEOS 214 Geographic Information Systems
or STAT 211 Statistics and Data Analysis
or ENVI 230/COMP 238 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture
or POEC 253 Empirical Methods in Political Economy or ECON 255 Econometrics
or STAT 346 Regression and Forecasting or CHEM 364/ENVI 364 Instrumental Methods of Analysis or MATH 410/Biol 214 Mathematical Ecology

This is not intended to be an exhaustive list. Students are expected to make the case for how their designated methods course complements their proposed specialization.

One “living systems course” requirement:
BIOL 203/ENVI 203 Ecology
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
BIOL 220/ENVI 220 Field Botany and Plant Natural History
BIOL 231/MAST 311 Marine Ecology
GEOS 210/MAST 211 Oceanic Processes
BIOL 302/ENVI 312 Communities and Ecosystems

The Environmental Studies program will consider requests from students to substitute another course that focuses on living systems for one of the courses listed above. These requests should be submitted to the Chair or to Sarah Gardner, Associate Director.

Senior Practicum (1 course chosen from the list below):

In the senior year—or, under special circumstances during the spring semester of the junior year—the student will take a 400-level practicum that serves as a capstone experience for the major and concentrations. The student can choose among three courses, each of which focuses on a different domain of environmental problem-solving. These courses are interdisciplinary, issue-based and project-driven. Offered every fall semester, the practicum Environmental Planning Workshop engages students in team-based work on community-based projects in the Berkshires involving urban
and rural land use planning and sustainable design. Offered every other spring in rotation with the Culture and Society Practicum, the Science and Policy Practicum engages students in broadly collaborative research on a policy-related theme at regional, national, and international scales. The Culture and Society Practicum engages students in broadly collaborative research on the cultural and social dimensions of a local, regional, or national environmental problem.

ENVI 302/411 Practicum: Environmental Planning Workshop or ENVI 412 Practicum: Environmental Science and Policy or ENVI 413 Practicum: Environmental Culture and Society

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, political, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to environmental problems while incorporating the knowledge and experiences gained from majoring in other departments at the College. The concentration in Environmental Studies consists of six courses: three core courses and one elective course from each of the three categories below: The Natural World, Humanities, Arts and Social Sciences; and Environmental Policy.

Required Courses (3 courses)

ENVI 101 Nature and Society: An Introduction to Environmental Studies
ENVI 102 Introduction to Environmental Science

One from among the offered Environmental Research Practicum courses:

ENVI 302/411 Practicum: Environmental Planning Workshop
ENVI 412 Practicum: Environmental Science and Policy
ENVI 413 Practicum: Environmental Culture and Society

Distribution Courses (3 courses, 1 from each group)

In order to earn the concentration a student must take one course from each of the following three groups. Courses may be counted both toward the concentration in Environmental Studies and toward a disciplinary major. (It is not possible to major in Environmental Studies while also concentrating in Environmental Studies).

Students may check with the Chair or Associate Director of Environmental Studies to see if other courses not listed here might count as electives, such arrangements must be approved in writing.

The Natural World

Biol 134/Envi 134 The Tropics: Biology and Social Issues
Bio 203/Envi 203 Ecology
Bio 220/Envi 220 Field Botany and Plant Natural History
Bio 302/Envi 312 Communities and Ecosystems
Bio 422/Envi 422 Ecology of Sustainable Agriculture
Bio 424/Envi 424 Conservation Biology
Chem 341/Envi 341 Toxicology and Cancer
Chem 364/Envi 364 Instrumental Methods of Analysis
Geo 101/Envi 101 The Evolution of Earth and Life
Geo 102 An Unfinished Planet
Geo 105/Envi 105 Global Warming and Natural Disasters
Geo 104/Envi 104/Mast 104 Oceanography
Geo 207/Envi 207 Geology
Geo 205/Envi 205 Earth Resources
Geo 206/Envi 206 Renewable Energy and the Sustainable Campus
Geo 214/Envi 214 Remote Sensing and Geographic Information Systems
Geo 215/Envi 215 Climate Changes
Geo 226/Envi 226/Mast 226 The Oceans and Climate
Geo 254/Envi 254 California: An Introduction to Coastal Resources
Geo 314/Envi 314 Sediment Records of Climate Change
Geo 405/Envi 405 Geochronology: Understanding Earth’s Environment
Mast 211/Geos 210 Oceanographic Processes
Mast 311/Biol 231 Marine Biology
Math 410/Biol 214 Mathematical Ecology
Phys 108/Envi 108 Energy Science and Technology

Humanities, Arts, and Social Sciences

Afr 211/Envi 211/Soc 211/Mast 211 Race and the Environment
Anth 214/Envi 224 The Rise and Fall of Civilizations
Anth 272/Wss 272 Sex and the Reproduction of Society
Anth 332/Envi 332/Lett 332/Gbst 332 Environmental Justice
Arts 329 Architectural Design II
Eng 331 Romantic Culture
Eng 378/Envi 378 Nature/Writing
Envi 209/Envi 209/Mast 209 Ecologies of Place: Culture, Commodities and Everyday Life
Envi 217/Mast 216 Environmental Humanities: Theory and Practice
Envi 239/Comp 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
Envi 260: The Whale
Envi 261: Animal Biocapital and the Politics of Meat

ENVI 244T/Phil 244T Environmental Ethics
Envi 285/Envi 286 Writing about Science and Nature
Envi 291/Rel 291/Soc 291 Religion and the American Environmental Imagination
Envi 303/Soc 303 Cultures of Climate Change
Hist 478/Envi 478/AMST 478 Cold War Landscapes
Lats 220/AMST 221/Envi 221 Introduction to Urban Studies: Shaping and Living the City
Lats 312/AMST 312/Envi 313 Chicago
Lats 318/AMST 318/Rel 318/Comp 328/Envi 318 California: Myths, Peoples, Places
Lats 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
Mast 231/Envi 231 Literature of the Sea
Mast 352/Hist 352 America and the Sea, 1600 Present
Phil 216/Envi 216 Philosophy of Animals
Psci 235/Envi 235 Environmental Political Theory
Psci 346/Envi 346 Environmental Psychology
Rel 227/Lats 227/Envi 227/Envi 227 Utopias and Americas
Rel 287/Envi 287 The Dynamics of Globalization: Society, Religion and the Environment
Rlsp 223/Envi 223/Comp 263 Colonial Landscapes: Latin America’s Contemporary Environmental Literature
Soc 315 Cultural Processes of Creation and Modernity
Soc 368 Technology and Modern Society

Environmental Policy

ANTH 210/Envi 210/Jlst 210 Governing Nature
Anth 332/Envi 332/Jlst 332/Gbst 332 Environmental Justice
Econ 204/Envi 234 Economics of Developing Countries
Econ 213/Envi 213 Introduction to Environmental and Natural Resources Economics
Econ 215/GBST 315 International Trade, Globalization and Its Effects
Econ 228/Envi 228 Water as a Scarcity Resource
Econ 380/Envi 386/Econ 518 Environmental Policy and Natural Resource Management
Econ 387/Econ 522/Envi 387 Economics of Climate Change
Econ 388/Econ 517/Envi 388 Urbanization and Development
Econ 465 Pollution and the Labor Market
Eng 331 Romantic Culture
Envi 208 Science and Politics in Environmental Decision Making
Envi 260 The Whale
Envi 261 Animal Biocapital and the Politics of Meat
Envi 270 Environmental Problems: Social Causes, Consequences and Policy Solutions
Envi 283/Psci 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
Envi 307/Psci 317 Environmental Law
Envi 340 Climate Change Law
Envi 399/Hsci 399/Scst 399/Psci 301 Environmental Politics and Policy
Envi 328/Psci 328 Global Environmental Politics
Mast 351/Envi 351/Psci 319 Marine Policy
Psci 229 Global Political Economy
Psci 273/Envi 273 Politics without Humans?

CONCENTRATION IN MARITIME STUDIES

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-disciplinary program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (Geos 104 Oceanography), four intermediate core courses (at Williams-Mystic, and the senior seminar).

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration

Required Courses (7 courses)

Introductory Course

Mast/Envi/Geos 104 Oceanography
Note: Students who take Mast 211/Geos 210 (Oceanographic Processes) at Williams-Mystic can substitute an extra elective in lieu of Geos 104

Capstone Course

One Practicum course:

Envi 302/Envi 311/Geos 311 Practicum: Environmental Planning Workshop or Envi/Mast 412 Practicum: Environmental Science and Policy or Envi/Mast 413 Practicum: Environmental Culture and Society

Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):

Mast/Engl 231 Literature of the Sea
Mast 311/Biol 231 Marine Ecology OR Mast 211/Geos 210 Oceanographic Processes
Mast/Envi 351/Psci 319 Marine Policy
Mast/Hist 352 America and the Sea, 1600-Present
Elective Courses

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

Maritime History
HIST 127 The Expansion of Europe
HIST/AFR 248 The Caribbean: From Slavery to Independence
HIST/JAP/ASST 321 History of U.S.-Japan Relations
HIST/ASST/INST 391 When India was the World: Trade, Travel and History in the Indian Ocean

Marine Literature
CLAS 101/COMP 107 The Trojan War

Marine Policy
ECON/ENVI 213 Introduction to Environmental and Natural Resources
ECON 280 The Whale
ECON/ENVI 396 ECON 518 Environmental and Natural Resource Policy
ENVI 307/PSCI 317 Environmental Law
ENVI 340 Climate Change Law
PSCI 223 International Law
PSCI 229 Global Political Economy
ENVI/PSCI 328 Global Environmental Politics

Marine Science
Biol 124/BIOL 211 Paleobiology
GEOS 212/ENVI 215 Climate Changes
GEOS/ENVI/MAST 226 The Oceans and Climate
GEOS 302 Sedimentology
GEOS/ENVI/MAST 314 Sediment Records of Climate Change

For the Class of 2017 (or Class of 2018, with permission of the department), the requirements for the Environmental Policy Major, Environmental Science Major, and the Environmental Studies Concentration can be found here.

COURSES IN ENVIRONMENTAL STUDIES

ENVI 101(F) Nature and Society: An Introduction to Environmental Studies
This course introduces environmental studies as an interdisciplinary field of learning. It will provide a survey of a broad range of environmental problems, cases, and questions, from climate change to sustainable agriculture, from toxic waste to species extinction. We will also examine the intellectual traditions, authors, and historical developments that have most profoundly shaped our understanding of these issues. Keeping a constant eye on the complexities of life in the twenty-first century, we will explore the many different theories and methods that inform environmental scholarship, activism, and policy-making in a variety of cultural arenas and across geographical scales. Along the way, we will read works by philosophers, economists, journalists, historians, sociologists, and many others.
Class Format: lecture/discussion
Requirements/Evaluation: participation, in-class exercises, several writing assignments and a midterm and final exam
Extra Info: each student will attend only one of the two Friday class meetings (these will emphasize discussion); students will be assigned to one of the two Friday sessions after the start of the semester
Prerequisites: none
Enrollment Limit: 35
Expected Class Size: 35
Dept. Notes: required course for students wishing to complete the Environmental Studies concentration
Distributional Requirements: Division 2
Others Attributes: AMST Space and Place Electives
ENVI Core Courses
ENVI Core Courses
ENVS Core Courses
GBST Urbanizing World Electives
SCST Elective Courses

Fall 2016
LEC Section: 01 TF 02:35 PM 03:50 PM F 11:00 AM 12:15 PM Instructor: Pia Kohler
LEC Section: 02 MR 01:10 PM 02:25 PM Instructor: Nicolas Howe

ENVI 102(S) Introduction to Environmental Science
Environmental science is the interdisciplinary study of the Earth's systems through the synthesis of physical, chemical, geological, and biological perspectives. This course introduces students to the scientific methods used to assess human impacts on the environment. This is important because with the human population expected to grow to more than nine billion people by 2050, we will continue to struggle to find ways to solve, or at least mitigate, the growing environmental consequences of our activities. In this course, we will take a problem-oriented approach to environmental science, focusing on five key questions: 1) Do we have sufficient material resources for the future world population? 2) How can we feed our growing population? 3) How can this population maintain a clean environment? 4) Do we have sufficient sustainable energy resources for a growing population? and 5) How will this growing population change our planet? Over the course of this semester, we will explore the science necessary to understand the underlying environmental systems involved and to develop effective scientific and policy solutions. We will also touch on how science can (and cannot) influence broader issues associated with complex environmental problems. Field and laboratory exercises will generate data that students will analyze, interpret and compare to historic data sets. Students will design and complete an independent project on an environmental science topic of their choice.
Class Format: two 75-minute lecture/discussion sessions, and one 3-hour field/laboratory session each week
Requirements/Evaluation: lab reports; class participation; reaction papers; quizzes/exam; independent project presentation and paper
Prerequisites: none; no seniors without permission of the instructors
Enrollment Preferences: first-year students
Enrollment Limit: 30
Expected Class Size: 30
Dept. Notes: required course for majors in Environmental Policy & Environmental Science
Distributional Requirements: Division 3
Other Attributes: ENVP Core Courses
ENVS Core Courses
EXPE Experiential Education Courses

ENVI 103(F) Global Warming and Natural Disasters
Crosslistings: GEOS 103/ENVI 103
The destruction caused by recent storms such as Irene and Sandy, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in SE Asia and sea level encroachment on the Alaska coast are all visible examples of natural disasters that may be modulated by climate change. Global climate change, together with environmental degradation and the explosive growth of urban areas, has the potential to increase the severity and impact of natural disasters. In this course we globally examine geological and climatological processes that "set up" natural disasters such as hurricanes, floods, landslides, droughts, extreme temperatures, and coastal surges, as well as the processes that condition availability of water resources. We study in detail the causes and anticipated consequences of human alteration of climatology and its impact on the spectrum of natural hazards and resources. During laboratory sessions we use local field sites and computer models to analyze recent disasters/hazards, trends in weather and climate and options for mitigating future impacts.
Class Format: lectures, 3 hours per week; laboratory, 2 hours per week
Requirements/Evaluation: evaluation based on written reports from laboratories, class participation, two half exams and a final exam
Prerequisites: none
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EA-A Electives
SCST Related Courses

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Alex Apotsos
LAB Section: 02 T 10:00 AM 11:00 AM Instructor: Alex Apotsos
LAB Section: 03 R 01:00 PM 02:00 PM Instructor: Alex Apotsos

ENVI 104(S) Oceanography
Crosslistings: GEOS 104/ENVI 104/MAST 104
The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.
Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip
Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 48
Expected Class Size: 48
Distributional Requirements: Division 3
Other Attributes:
ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-A Electives
EXPE Experiential Education Courses

Spring 2017
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Mea Cook
LAB Section: 02 M 01:00 PM 03:00 PM Instructor: Mea Cook
LAB Section: 03 W 01:00 PM 03:00 PM Instructor: Mea Cook

ENVI 105(F) The Co-Evolution of Earth and Life
Crosslistings: GEOS 101/ENVI 105

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what are the potential consequences for the human population and the history of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States.

Class Format: lecture; one laboratory per week plus one all-day field trip
Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterm and final exam
Prerequisites: none
Enrollment Preferences: underclassmen
Expected Class Size: 30
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-A Electives

Fall 2016
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Phoebe Cohen
LAB Section: 02 M 01:00 PM 03:00 PM Instructor: Phoebe Cohen
LAB Section: 03 T 01:00 PM 03:00 PM Instructor: Phoebe Cohen

ENVI 108(F) Energy Science and Technology (Q)
Crosslistings: PHY 108/ENVI 108

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar and wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to analyze the efficiencies and environmental impacts of various energy sources and uses.

Class Format: lecture twice a week, except five Thursdays when the class will break into two conference sections
Requirements/Evaluation: evaluation will be based on weekly assignments, two-hour tests, and a final project; all of these will be substantially quantitative
Prerequisites: high school physics, high school chemistry, and mathematics at the level of MATH 130
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: ENVI Natural World Electives
SCST Related Courses

Fall 2016
LEC Section: 01 M 01:10 PM 02:25 PM Instructor: Jefferson Strait
CON Section: 02 R 01:10 PM 02:25 PM Instructor: Jefferson Strait
CON Section: 03 R 02:35 PM 03:50 PM Instructor: Jefferson Strait

ENVI 110T(S) The Anthropocene: Nature and Culture in the Human Age (W)

In 2016, a group of scientists appointed by the International Commission on Stratigraphy, the body that keeps the official timescale of earth's history, will decide whether the planet has entered a new age known as the Anthropocene. Their questions are epochal: Has humanity become a geological force as powerful as those that have shaped the planet's deep past, such as ice sheets and asteroids? Have we truly entered "the human age," and if so, when did it begin and what does it all mean? This course will ask how researchers from different fields have sought to answer these questions. Just as important, it will ask how they became questions in the first place. Where did the idea of the Anthropocene come from? What are its social, political, and ethical implications? How have we arrived at this new understanding of our planet and ourselves? And what can this major intellectual shift—a shift that has already begun to send waves far beyond the academy into the worlds of art, literature, politics, and religion—tell us about the contemporary environmental sciences? Topics will include climate change, mass extinction, urbanization, and deforestation. Our focus throughout will remain on ways of knowing, imagining, and representing global environmental change in an era of ever-expanding human influence.

Class Format: tutorial
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first years, sophomores and those with demonstrated interest in environmental studies
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Space and Place Electives

Spring 2017
TUT Section: T1 TBA Instructor: Nicolas Howe

ENVI 112(S) Observing Writing (W)
Crosslistings: GEOS 108/ENVI 112

There are many ways to write stories about the planet that we live on. Beautiful ideas can be expressed in fiction, in journalism, and in formal scientific writing. In this course we will investigate the earth by reading about it, by writing about it, and by analysing the writings of others. We will think about the ways in which fiction can be true, how journalism can be both clear and correct, and how scientific articles can be made accessible and interesting. All these things are in the hands of the writer. We will focus on both the act of writing (writing about observations) and analysis of the writings of others (observations about writing). We will write in and about the natural world, thinking about how to do so in ways that are evocative, interesting, and true. And we will read the writings of others, asking ourselves whether and how the writers have succeeded in being evocative, interesting, and true.

Class Format: seminar
Requirements/Evaluation: continuous assessment of drafts and rewrites, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a piece of writing should be submitted to instructor, describing the student's interests
Enrollment Preferences: first years, especially prospective Environmental Science majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3
Writing Intensive

Spring 2017
SEM Section: 01 TF 01:30 PM 03:45 PM Instructor: Ronadh Cox

ENVI 134 The Tropics: Biology and Social Issues (D)
Crosslistings: BIOL 134/ENVI 134

Intended for the non-scientist, this course explores the biological dimensions of social issues in tropical societies, and focuses on specifically on the people and cultures of tropical regions in Africa, Asia, Latin America, Oceania, and the Caribbean. Tropical issues have become prominent on a global scale, and many social issues in the tropics are inextricably bound to human ecology, evolution, and physiology. The course begins with a survey of the biodiversity and environmental aspects of humans, including major climatic and habitat features. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria and AIDS. The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the importance of organic diversity, and the interaction of humans with their supporting ecological environment. This course fulfills the EDI requirement. Through lectures, debates and readings, students confront social issues in the tropics from the perspective of biologist. This course builds a framework for lifelong exploration of human diversity.

Class Format: lecture/debate, three hours per week
Requirements/Evaluation: evaluation will be based on two hour exams, a short paper, panel preparation, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: seniors, juniors, sophomores, and first-year students—in that order

272
ENVI 203(F) Ecology (Q)  
Crosslistings: BIOL 203/ENVI 203  
This course combines lectures with field and indoor laboratory exercises to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overall view of global patterns and then builds from the population level to the ecosystem level. An emphasis is given to basic ecological principles and relates them to current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow).  
Class Format: lecture/laboratory, six hours per week  
Requirements/Evaluation: evaluation will be based on problem sets, lab reports, hour exams, and a final exam  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: BIOL 101 and 102, or ENVI 101 or 102, or permission of instructor  
Enrollment Limit: none  
Expected Class Size: 35  
Dept. Notes: required for the majors in Environmental Policy & Environmental Sciences; Environmental Studies concentration; satisfies the distribution requirement in the Biology major  
Distributional Requirements:  
Division 3  
Quantitative/Formal Reasoning  
Other Attributes:  
ENVI Core Courses  
ENVI Natural World Electives  
ENVP Core Courses  
ENVS Group Core Courses  
EVST Environmental Science  
EVST Living Systems Courses  

Fall 2016  
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: David Smith  
LAB Section: 02 M 01:00 PM 04:00 PM Instructor: David Smith  
LAB Section: 03 T 01:00 PM 04:00 PM Instructor: David Smith  

ENVI 205(F) Geomorphology  
Crosslistings: GEOS 201/ENVI 205  
This course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. Geomorphology is the study of landforms, the processes that shape them and the rates at which surface processes change the landscape. This class emphasizes the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time, generally thousands to a few millions of years. At this time scale, the influence of human activity and climate change on landforms may be strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction—planned or unplanned—with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Willamette Valley area as well as on the analysis of topographic maps and stereo air photos.  
Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains  
Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation  
Prerequisites: any 100-level GEOS course or permission of instructor  
Enrollment Limit: 18  
Expected Class Size: 15  
Distributional Requirements: Division 3  
Other Attributes:  
AMST Space and Place Electives  
ENVI Natural World Electives  
ENVS Group EG-C Electives  
EVST Environmental Science  

Fall 2016  
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: David Dethier  
LAB Section: 02 T 01:00 PM 04:00 PM Instructor: David Dethier  

ENVI 206(F) Renewable Energy and the Sustainable Campus  
Crosslistings: GEOS 206/ENVI 206  
Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Extraction of fossil fuels degrades the environment. Clearer understanding of how fossil-fuel consumption contributes to global climate change is increasing the demand for renewable sources of energy and for more sustainable campus environments. What sources of energy will supply Williams College and nearby areas in the twenty-first century? How will campus buildings, old and new, continue to be attractive spaces while making fair use of efficiency use of heat and light? How can the College's operations and purchasing become more sustainable? This course is a practical introduction to renewable sources of energy, including conservation, principles of sustainability, and to their application to the campus environment. Topics covered include: biological sources of energy (biomass, biogas, wind energy), geothermal and solar energy, energy efficiency and the environmental impacts of using renewable energy. Lectures, field trips and individual projects emphasize examples from the campus and nearby area.  
Class Format: seminar, three hours per week  
Requirements/Evaluation: evaluation will be based on an hour exam, class participation that includes a seminar presentation, and a research project that investigates some aspect of campus energy use and greenhouse-gas emissions  
Enrollment Preferences: sophomores  
Enrollment Limit: 20  
Expected Class Size: 20  
Distributional Requirements: Division 3  
Other Attributes:  
AMST Space and Place Electives  
ENVI Natural World Electives  
ENVS Group EG-C Electives  
EXPE Experiential Education Courses  

Fall 2016  
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: David Dethier  

ENVI 207 Earth Resources  
Crosslistings: GEOS 205/ENVI 207  
The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.  
Class Format: lecture  
Requirements/Evaluation: one hour exam, a final exam, lab exercises, and class participation  
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option  
Prerequisites: one 100-level GEOS course or permission of instructor  
Enrollment Preferences: sophomores and Geosciences majors  
Enrollment Limit: 18  
Expected Class Size: 18  
Distributional Requirements: Division 3  
Other Attributes:  
ENVI Natural World Electives  
ENVS Group EG-C Electives  

Not Offered Academic Year 2017  
LEC Instructor: Ronadh Cox  

ENVI 208 Science and Politics in Environmental Decision Making (D)  
This course explores the relationship between science and politics in environmental decision-making. How do legislators know when a species is endangered and warrants protection? What precautions should be applied in allowing genetically modified foods onto our plates? Can we, and should we, weigh the risks of malaria against the impacts of pesticides used to control those mosquitoes that transmit the disease? How has the global community come together to understand the risks from global climate change, and how has this understanding shaped our policy responses? What are some of the limits of science in shaping policy outcomes? In addressing these and other questions, we will pay particular attention to how power relations and existing institutions shape what knowledge, and whose knowledge, is taken on board in decision-making, be it at the local, national or global level. We will delve into these dynamics shape policy outcomes and we will examine novel approaches for incorporating the knowledge of traditionally disempowered groups, including indigenous and local communities.  
Class Format: lecture/discussion with some role-play exercises  
Requirements/Evaluation: several shorter writing assignments and a final project  
Prerequisites: none  
Enrollment Limit: 19  
Expected Class Size: 15  

273
ENVI 209 Ecologies of Place: Culture, Commodities and Everyday Life
Crosslistings: ENVI 209/ANTH 209/AMST 209
This course will explore the environmental implications of everyday life in modern America. It will ask how cultural, political, economic, and ecological systems interact to produce ordinary places and vernacular landscapes, from campuses to cul-de-sacs, farms to forests, nation-states to national parks. Combining approaches from cultural geography, environmental history, and political ecology, it will focus on the hidden lives of "things"—the commodities and technologies that form the basic building blocks of place: food, oil, water, wood, machines. With strong emphasis on local-global relations, it will look beneath the surface of the ordinary to reveal the complex networks of power, meaning, and matter that connect "here" to "there," "now" to "then," and "us" to "them." In so doing, it will pursue parallel goals: to understand the socio-spatial processes shaping today's global environment; and to explore the cultural systems through which those processes are understood and contested. Topics will include the bottled water controversy, factory farming and meatpacking, and the historical and material geography of gentrification, toxic waste sites, and Dixie Dumping in the South. After outlining some of the landmark texts in Environmental Justice, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.
Class Format: lecture/discussion
Requirements/Evaluation: three 5- to 7-page essays and several shorter writing assignments
Prerequisites: none; open to first-year students
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 3
Other Attributes: AMST Critical and Cultural Theory Electives AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP PE-B Group Electives ENVP SC-A Group Electives EVST Culture/Humanities
Not Offered Academic Year 2017

ENVI 211(S) Race and the Environment (D)
Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211
In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's Dumping in Dixie and David Pelto's Garbage Wars. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for polluting industrial sites. After outlining some of the core issues raised in this scholarly tradition, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final exam
Prerequisites: none
Enrollment Limit: 20
Distributional Requirements: Division 2 Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives PHLH Nutrition, Food Security + Environmental Health PHLH Social Determinants of Health
Spring 2017

ENVI 213(S) Introduction to Environmental and Natural Resource Economics (Q)
Crosslistings: ECON 213/ENVI 213
We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost-benefit analysis, pollution in general, climate change, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade.
Class Format: lecture
Requirements/Evaluation: problem sets, short essays, paper(s); exam(s) are possible
Prerequisites: ECON 110
Enrollment Preferences: sophomores if course is overenrolled
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements: Division 2 Quantitative/Formal Reasoning
Other Attributes: ENVI Environmental Policy ENVP PE-A Group Electives ENVP PTL-A Group Electives ENVP SC-A Group Electives EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses
Spring 2017

ENVI 214(S) Remote Sensing and Geographic Information Systems
Crosslistings: GEOS 214/ENVI 214
This class provides a practical look at fast-evolving methods used to integrate information about the Earth's surface with spatial data collected by disciplines such as archaeology, economics, the field sciences, history and political science. Remote sensing involves the collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing allows regional mapping of rock materials, analysis of vegetation cover and measurement of urban areas and land-use change over time. A Geographic Information System (GIS) links satellite-based environmental measurements with spatial data such as topography, transportation networks, and political boundaries, allowing display and quantitative analysis at the same scale using the same geographic reference. This course covers concepts of remote-data capture and geographic rectification using a Global Positioning System (GPS), as well as principles of remote sensing, including linear and non-linear image enhancements, convolution filtering, and image classification. Principles of GIS include display and classification, spatial buffers, logical overlays and techniques of spatial analysis. Weekly labs focus on training in the application of techniques using data from the region and other areas of North America.
Class Format: lecture, three hours per week; laboratory, three hours per week
Requirements/Evaluation: based on weekly lab exercises, two take-home exams and a final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS
Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EC-C Electives ENVS Methods Core Electives EXPE Experiential Education Courses
Spring 2017

ENVI 215(S) Climate Changes (Q)
Crosslistings: GEOS 215/ENVI 215
In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and an increasing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will review the processes that control the Earth's climate, like insolation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes.
Laboratory exercises and problem sets will emphasize developing problem solving skills and using quantitative analyses to assess if a given explanation is possible and reasonable. These exercises will include developing and applying numerical models of the radiative balance of earth and the carbon cycle.

**Class Format:** lecture, three hours per week; one three-hour lab per week

**Requirements/Evaluation:** evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students will collect, analyze, and interpret data

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or permission of instructor

**Enrollment Preferences:** Geosciences majors

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Other Attributes:**
- ENVI Natural World Electives
- EVVS Group EB-B Electives
- EVSV Group EG-B Electives
- EVST Environmental Science
- MAST Interdepartmental Electives
- SCST Related Courses

**Expected Class Size:** 19

**Enrollment Preferences:** students with at least one previous philosophy course

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Dept. Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributional Requirements:** Division 2

**Writing Intensive**

**Other Attributes:**
- CCGS Interdepartmental Electives
- ENVI Humanities, Arts + Social Science Electives
- EVSV SC-A Group Electives
- EVSV SC-B Group Electives
- PHIL Contemp Metaphysics & Epistemology Courses

**Not Offered Academic Year 2017**

**SEM**

**Instructor:** Joseph Cruz

**ENVI 217(S) Environmental Humanities: Theory and Practice (D)**

**Crosslistings:** ENVI 217/AMST 216

- How does culture shape our use and imagination of the physical environment?
- How does the physical environment shape culture?
- How does culture shape our use and imagination of the physical environment?

**Crosslistings:** ENVI 217/AMST 216

This course will investigate the mental lives of non-human animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and moral inquiry. Topics will include animal minds and cognition, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, and pets and happiness.

**Class Format:** seminar

**Requirements/Evaluation:** four 4- to 6-page papers and one 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Preferences:** students with at least one previous philosophy course

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Dept. Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributional Requirements:** Division 2

**Writing Intensive**

**Other Attributes:**
- CCGS Interdepartmental Electives
- ENVI Humanities, Arts + Social Science Electives
- EVSV SC-A Group Electives
- EVSV SC-B Group Electives
- PHIL Contemp Metaphysics & Epistemology Courses

**Not Offered Academic Year 2017**

**SEM**

**Instructor:** Joseph Cruz

**ENVI 218 "Ecologismo": Literature, Culture and the Environment in Latin America (D)**

**Crosslistings:** RLSP 214/ENVI 218

- How have Latin American authors and artists responded to environmental concerns, from the logging and rubber boom that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies--including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism--inform Latin American responses to environmental issues?

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on three 5- to 7-page essays, reaction papers, oral presentations, active and informed class participation

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Preferences:** Spanish majors, Envi majors and concentrators

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Exploring Diversity**

**Not Offered Academic Year 2017**

**SEM**

**Instructor:** Jennifer French

**ENVI 220(S) Field Botany and Plant Natural History**

**Crosslistings:** BIAL 220/ENVI 220

- This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phytogeny, and characteristics of plant families and cultural and economic uses of plants, native species. The labs cover field identification, natural history, and ecology of local species.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on exams, field quizzes, field notebook and a class project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** seniors, Biology majors, and Environmental Studies majors & concentrators

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Dept. Notes:** satisfies the distribution requirement in the Biology major

**Distributional Requirements:** Division 3

**Other Attributes:**
- ENVI Natural World Electives
- EVVS Group EB-B Electives
- EVSV Living Systems Courses
- EXPE Experiential Education Courses
- PHLH Nutrition, Food Security + Environmental Health

**Spring 2017**

**LEC Section:** 01
- TR 09:00 AM 10:15 AM
  - Instructor: Joanne Edwards
  - Expected Class Size: 40
  - Enrollment Limit: 40
  - Distributional Requirements: Division 1
  - Writing Intensive
  - Other Attributes: ENVI Natural World Electives, EVSV Group EB-B Electives, EVSV Living Systems Courses, PHLH Nutrition, Food Security + Environmental Health

**ENVI 221(F) Introduction to Urban Studies: Shaping and Living the City**

**Crosslistings:** LAT 220/AMST 221/ENVI 221

- Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and places that make up our cities, including the roles of race, ethnicity, class, and gender in understanding and interpreting
urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative project groups and presentations, a midterm essay (5-7 pages) and final essay (8-10 pages)

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Preferences: first and second year students as well as American Studies majors and Latin/Italian Studies concentrators

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ASAM Related Courses ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives EXPE Experiential Education Courses GEST Urbanizing World Electives LATS Core Electives

Fall 2016

LEC Section: 01 TR 09:00 AM 10:15 AM Instructor: Merida Rua

ENVI 223T Colonial Landscapes: Latin America’s Contemporary Environmental Literature (D) (W) Crosslistings: RLS 223/ENVI 223/COMP 263

Class Format: Colloquy

Requirements/Evaluation: grades will be based on short written assignments and class participation.

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Preferences: seniors, Biology majors, and Environmental Studies majors and concentrators

Enrollment Limit: 12

Expected Class Size: 10

Dept. Notes: satisfies the distribution requirement in the Biology major

Distributional Requirements: Division 3

Writing Intensive

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Natural World Electives ENVS Group EB-B Electives

Fall 2016

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Henry Art

ENVI 226T The Oceans and Climate (W) Crosslistings: GEOS 226/ENVI 226/MAST 226

Class Format: seminar / field laboratory

Requirements/Evaluation: based on field journal entries, field trip / reading responses, one hour exam, class presentations, and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: sophomores and juniors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 3

Writing Intensive

Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVI 227 Utopias and Americas
Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227
Where does the term "new world" come from? What do we mean by "utopia," "utopian," and "utopianism?" What relationships exist between the people who imagine utopias and the lands they inhabit? This course considers the relationship between utopian imaginations and the imaginations of the lands and peoples in the Western hemisphere. We will spend some time studying utopian theory, ancient proto-utopias, and utopias in Latin America, though our main focus will be on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re-imagine time, space, environment, gender, family, education, and power. While the U.S.A. is the main focus of the class, students are encouraged to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, short weekly writing assignments, a 5-page midterm paper, and a 10- to 15-page final research paper examining an American utopia
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
LATS Core Electives

ENVI 228(S) Water as a Scarce Resource (W)
Crosslistings: ECON 228/ENVI 228
For a variety of reasons including environmental pollution, urbanization, changing agricultural techniques, resource mismanagement, and the consequences of climate change, water is becoming a scarce resource even in places where it was relatively plentiful in the past, and it is likely to become an increasingly scarce resource over the coming decades. In this course we will use basic economic models to consider policy issues relating to water: Is access to water a basic human right, and if so, what market and non-market mechanisms should play a role in water allocation? Does public ownership of water improve the way it is provided and used? Why do societies differ in their approaches to allocating water and are some systems better than others? What does it mean to have a property right to water? Could private property rights to water help address the water pollution problem? How can societies change their water-related property rights, regulations and social institutions when individuals have implicit or explicit rights to the institutional status quo? Who has the right to water that crosses international boundaries? How should societies allocate water across generations?
Class Format: tutorial/discussion, meeting with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (5 in all), prepare and present a written critique of their partner's papers in alternate weeks, and revise and rewrite one of their five papers
Requirements/Evaluation: evaluation will be based on the quality of the papers and on the quality of the student's oral presentations and commentary on the work of his/her colleagues
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 or equivalent
Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Policy or Environmental Science or Environmental Studies, and to students who are already major or concentrators in those subjects
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Space and Place Electives
ENVI Environmental Policy
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
POEC Comparative POEC/Public Policy Courses

ENVI 233 The Industrial Animal
This class is inspired by a January 2015 New York Times exposé written by the food journalist Michael Moss. "At a remote research center on the Nebraska plains," he wrote, "scientists are using surgery and breeding techniques to re-engineer the farm animal to fit the needs of the 21st-century meat industry. The potential benefits are huge: animals that produce more offspring, yield more meat and cost less to raise. There are, however, some complications." There are always complications. In this class, we examine the historical development of the industrial animal. Exploring the physical, scientific, and political infrastructures that support American industrial meat production, we pay critical attention to the biological complications that have animal consumption social life fit to the needs of the modern factory. We examine the methods—from synthetic vitamins and artificial light to antibiotics and artificial insemination—industrial producers use to overcome the obstacles of biology. Finally, we consider the industrialization of the meat animal in the context of the intensification of feedstuffs crops like corn and soy, changing US consumption patterns, local and national food policies, and the human labor that makes it all possible.
Class Format: lecture
Requirements/Evaluation: midterm and final exam; papers
Prerequisites: none
Enrollment Preferences: Environmental Policy & Environmental Science majors; Environmental Studies concentrators
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
PHLH Nutrition, Food Security + Environmental Health

ENVI 234(F) Economics of Developing Countries
Crosslistings: ECON 234/ENVI 234
The leaders of poor countries almost universally proclaim "economic development" to be their eventual destination, but it is not easy to visualize the journey. Is rapid economic growth sufficient to generate development, or do governments need to pro-actively invest in health and education? When does globalization facilitate development? Is it true that corruption is major obstacle? Has the climate crisis upended our traditional models to the point where we need to rethink the notion of development? The class will introduce this set of issues, as analyzed by economists.
Class Format: lecture
Requirements/Evaluation: short essays, mid-term examination, 15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one ECON class at Williams or prior course deemed equivalent by the Economics Department
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: ENVI Environmental Policy
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
GBST African Studies Electives
GBST Economic Development Studies Electives
POEC Comparative POEC/Public Policy Courses

ENVI 235(S) Survival and Resistance: Environmental Political Theory (W)
Crosslistings: PS CI 235/ENVI 235
Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights", What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwines with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.
Class Format: seminar
ENV 236 Demigods: Nature, Social Theory, and Visual Imagination in Art and Literature, Ancient to Modern

Crosslistings: ARTH 236/ENVI 236

This course traces the obscure history of demigods (satyrs, centaurs, nymphs, Pan, etc.) from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between the mythology of demigods and ancient visual representations; the relationship between the mythology and evolving conceptions of the environment, and the capacity of the visual arts to generate and transmit mythology that has a limited literary counterpart.

Individual demigods occasionally interact with gods or heroes, and end up in the pages of a book. But animal-human hybrids are usually envisioned en masse and exist primarily in visual art, where they thrive to this day. The interpretation of demigods has changed over time, keeping up with developments in ethics and evolving hierarchies of genre and taste. Demigods have been subordinated to the status of decoration, or banished altogether. In antiquity, they are hardly ornamental. Embodied in satyrs, nymphs, Pan, and the others is a collective vision of an alternate evolutionary trajectory and cultural history. In this parallel world, humans and animals not only talk to each other, they live similar lives, intermarry, and create new species. The distinction between nature and culture is not meaningful. Male and female are more or less equal. The industrial revolution never happens. How much of the ancient or notional framework influencing the representation of demigods survives along with the visual imagery? We will examine the origins and mythology of the demigods in works of ancient art, including sculpture and painted vases, such as the François vase and the Parthenon, and ancient texts, such as Hesiod's Theogony and Ovid's Metamorphoses. We will contextualize the representations within ancient intellectual history via texts ranging in genre from Old Comedy and political theory to theology, religious history, philosophy, and ethics (e.g., Aristophanes, Demokritos, and Lucretius). We will investigate the survival of the ancient myth of evolutionary alterity. This will include consideration of the imagery of fifteenth- and sixteenth-century Italian painters such as Piero di Cosimo, Dosso Dossi, and Titian, the revaluation of nature by the Romantics, Nietzsche's Birth of Tragedy and twentieth-century artists such as Picasso. We will also explore the function of demigods in modern literature from C. S. Lewis and J. K. Rowling.

Students who have some knowledge of the history of art (e.g., ARTH 101-102) will be well prepared to take this course. But it is designed to be comprehensible and meaningful to students with no background in art history. The requirements of the course include: attendance, preparing and answering questions for discussion; one midterm, one final exam, and one final paper.

Prerequisites: none

Enrollment Preferences: Art-History majors, Classics majors, sophomores, lottery

Enrollment Limit: 40

Expected Class Size: 30

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Guy Hedren

ENV 239 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (D)

Crosslistings: ENVI 239/COMP 238

This course will introduce students to the study of the relationship between literature and the environment, often referred to as 'ecocriticism,' through careful examination of Jean de Lely's 1577 History of a Voyage to the Land of Brazil and related texts. Lely's fascinating account of a yearlong stay among the 'cannibals' of Brazil gets at many of the themes and debates taken up by ecocritics today: How do political, economic and philosophical factors influence individual and collective conceptions of 'nature' and its value? How do acts of reading and writing inform (or deform) our understanding of the 'natural world'? What is the role of aesthetics in environmental politics, and how can unspoken assumptions about race, gender, and cultural difference influence representations of global environmental issues like deforestation and global warming? ENVI 239/Comp 238 fulfills the goals of the Exploring Diversity Initiative by contextualizing current questions of international environmental policy within the long history of colonialism, challenging students to think about cultural diversity as well as economic inequality as relevant to contemporary debates about the value and distribution of natural resources. In addition to Lely's History, we will also read landmarks of ecocritical theory by scholars including Lawrence Buell, William Cronon, Candace Slater and Jorge Marcone, as well as more recent literary interventions into environmental issues in the Americas.

Class Format: lecture/discussion

Requirements/Evaluation: three 5- to 7-page essays and several shorter writing assignments

Prerequisites: none

Enrollment Preferences: majors in Environmental Policy, Environmental Science and Comparative Literature majors, Environmental Studies concentrators; other students interested are welcome

Enrollment Limit: 20

Expected Class Size: 15

Dept. Notes: satisfies the "Humanities, Arts and Social Sciences" requirement for Environmental Studies concentration and theory/methods requirement for the "Society & Culture" track of the Environmental Policy major

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Jennifer French

ENV 244(T) Environmental Ethics (W)

Crosslistings: ENVI 244/PHIL 244

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston).

Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing, the question of non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: tutorial

Requirements/Evaluation: one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Enrollment Limit: 10

Expected Class Size: 10

Dept. Notes: meets Value Theory requirement only if registration is under PHIL

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: AMST Space and Place Electives

ENG 101 or one course in PHIL

ENVP SC Theory/Method Courses

ENVP PE-B Group Electives

ENVP Country of Origin + Transnationalism Elect

ENVI 239 Introduction to Ecocriticism: North-South Dialogues on Nature and Culture (D)

Crosslistings: REL 247/LATS 247/AMST 247/ENVI 247

From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacroscrapes" of the American West. Historian Patricia Limerick regards this region as an extraordinary site of cultural complexity where Penitentes maintained a sacred establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream
narratives. Contemporary historians of religion note the need for new “sights,” “cites,” and “sites” in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment. In this EDI course we will use tools of critical theory and historism to examine this region, compare religious cultures, and interrogate ways in which religious practices (de)construct notions of race.

Class Format: lecture/discussion

Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

course is part of the 2016-17 Climate Change Initiative

Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Dept. Notes: religious: Elective Course
Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ENVI Humanities, Arts + Social Science Electives
LATS Comparative Race + Ethnic Studies Electives

Spring 2017
LEC Section: 01 TBA Instructor: Lloyd Barba

ENV 248T(S) "Our response will define our future": Climate Change Policy Analysis (W)

In 2014, UN Secretary General Ban Ki-moon declared: climate change is "the defining issue of our age. It is defining our present. Our response will define our future." In this tutorial, we will examine a broad range of proposed, and currently implemented, policy responses to this grand challenge. We will employ policy analysis to evaluate these strategies' effectiveness and viability. This tutorial will consider approaches at varied scales (ranging from university campuses to coordinated global action) and addressing different sectors (including transportation, energy generation, and food production).

Class Format: tutorial
Requirements/Evaluation: students alternate in preparing 5-7 page papers and 2 page responses (5 papers and 5 responses in total), final paper building on one of the 5-7 page papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Preferences: 1. first-year students 2. second-year students 3. Environmental studies concentrators and majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2

Writing Intensive

Other Attributes: ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives

Spring 2017
TUT Section: T1 TBA Instructor: Pia Kohler

ENV 258(S) Coastal Processes and Geomorphology

Crosslistings: GEOS 258/ENVI 258/MAST 258

Can people live in harmony with the coastal environment? Is it possible to "produce" animal flesh? To "invent" an organism? To patent life? It has been just 40 years since a contributor to the journal Hog Farm Management infamously declared that farmers should "forget the pig is an animal," and "treat him just like a machine in a factory." In that time, challenging questions over the legal and ethical status of farmed and laboratory animals have only grown more urgent and complex, as courts in the U.S. multiply the rights of firms to alter and patent living organisms, and accelerating biotechnologies expand the ways in which capital and biology intersect. This course examines the culture and politics of industrial animal husbandry and the production of animal biocapital. We will explore the legal structures that enable (and occasionally limit) the ownership of life, and we will seek alternative views on the human-animal relationships that remain (for now) at the center of the factory farm. Contemporary and historical accounts of the industrial hog and broiler chicken industries will serve as primary case studies, along with recent developments in industrial aquaculture and military bioengineering.

Class Format: seminar
Requirements/Evaluation: several shorter writing assignments and a final project

Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Studies majors and concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-B Group Electives
ENVP SC-B Group Electives

Fall 2016
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Les Beldo

ENV 261(S) Animal Biocapital and the Politics of Meat

Crosslistings: ENVI 261/ANTH 261

What does it mean to "produce" animal flesh? To "invent" an organism? To patent life? It has been just 40 years since a contributor to the journal Hog Farm Management infamously declared that farmers should "forget the pig is an animal," and "treat him just like a machine in a factory." In that time, challenging questions over the legal and ethical status of farmed and laboratory animals have only grown more urgent and complex, as courts in the U.S. multiply the rights of firms to alter and patent living organisms, and accelerating biotechnologies expand the ways in which capital and biology intersect. This course examines the culture and politics of industrial animal husbandry and the production of animal biocapital. We will explore the legal structures that enable (and occasionally limit) the ownership of life, and we will seek alternative views on the human-animal relationships that remain (for now) at the center of the factory farm. Contemporary and historical accounts of the industrial hog and broiler chicken industries will serve as primary case studies, along with recent developments in industrial aquaculture and military bioengineering.

Class Format: seminar
Requirements/Evaluation: several shorter writing assignments and a final project

Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Studies majors and concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2

Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-B Group Electives
ENVP SC-B Group Electives

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Les Beldo

ENV 273 Politics without Humans? Crosslistings: PSCI 273/ENVI 273

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of
freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

Class Format: lecture/seminar
Requirements/Evaluation: class participation, three 6- to 8-page papers
Extra Info: please note that this is an introductory-level course with no prerequisites. First year students and those with no background in political theory are welcome, as are more experienced students
Prerequisites: none
Enrollment Limit: 35
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives
ENVI Environmental Policy
ENVP PTL-A Group Electives
ENVP SC-B Group Electives
PSCI Political Theory Courses

Not Offered Academic Year 2017
LEC: Laura Ephraim

ENVI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes Crosslistings: ENVI 283/PSCI 283

Since consumers were first introduced to the promise of "better living through chemistry," society has had to wrestle with the impacts, often far removed in place and time, resulting from a rapid proliferation of hazardous chemicals and wastes. Policy responses, be they at the local, national or global scale, are often limited to reactionary efforts to counter releases into the environment, are constrained by the web of use of the technologies in question, and further bring to the fore key challenges of environmental justice and risk management. How then are we to regulate DDT without adversely affecting our fight against mosquito-borne malaria? How might we preserve the ozone layer while still maintaining the benefits of food preservation through refrigeration? How can we reap the benefits of the electronic age without condoning the steady flow of electronic waste affecting workers' health and environments in developing countries? Emphasis will be placed on understanding the politics that bring about, and allow us to address, these problems. We will be examining in particular novel policy responses, including Europe's precautionary safe use law, citizen science initiatives and consumer-driven certification schemes.

Class Format: seminar
Requirements/Evaluation: participation, several smaller assignments, and a final research project
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Policy & Environmental Science majors, Environmental Studies concentrators, and Political Science majors
Enrollment Limit: 19
Expected Class Size: 15
Expected Class Size: 25
Dept. Notes: satisfies the "Environmental Policy" requirement for the Environmental Policy major and the environmental studies concentration
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives
ENVI Environmental Policy
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
EVST Social Science/Policy
PHLM Nutrition/Food Policy/Environmental Health
POEC Comparative POEC/Public Policy Courses
PSCI Research Courses

Not Offered Academic Year 2017
SEM: Pia Kohler

ENVI 285 Writing About Science and Nature (W)

Over the last few decades, the nature of nature has changed and so, necessarily, has nature writing. In this course we will read essays and articles by some of the most innovative science and nature writers working today. Students will also produce their own work. The class will include workshop sessions and group discussions. There will be frequent short exercises and a long final project.

Class Format: seminar
Requirements/Evaluation: short writing exercises and a long final project
Prerequisites: ENVI 101 or 102
Enrollment Preferences: Environmental Studies majors and concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
SCST Related Courses

Not Offered Academic Year 2017
SEM: Instructor: Elizabeth Kolbert

ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment (D)
Crosslistings: REL 287/ENVI 287

This course offers a theoretical reflection on the social, cultural and environmental dynamics of globalization and their consequences for the nature and place of religion. Rather than argue for or against globalization, we first examine the nature of this new configuration and its relation to postmodernity, asking questions such as: What are the cultural and social dynamics of globalization? What are the effects on the nature of the state and the political practices that take place in the global world? What are its environmental consequences? We then shift to examining the role of religion, arguing that its renewed relevance is a function of the socio-cultural transformations that globalization brings about, particularly the loss of community and the increasing atomization of individuals. We conclude by examining some of the perspectives created by the new religious expressions that attempt to respond to this situation, from personal spiritual quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Evangelicalism, the fastest growing religious movement in the Americas, and the most radical forms of Islamism. Reading list: Harvey, The Condition of Postmodernity; Bauman, Globalization; Kivisto, Multiculturalism in a Global Society; Casanova, Public Religions in the Modern World; Orttner, Life and Death on Mt. Everest; Matthews, Global Cultural Individual Identity; Shuck, Mark of the Beast; Roy, Globalized Islam.

Requirements/Evaluation: a class presentation and a research paper (15 pages)
Prerequisites: none
Enrollment Preferences: Religion majors and Environmental Studies concentrators
Enrollment Limit: 22
Expected Class Size: 22
Distributional Requirements: Division 2
Division 2
Exploring Diversity
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
GBST Economic Development Studies Electives

Not Offered Academic Year 2017
LEC: Instructor: Georges Dreyfus

ENVI 291 Religion and the American Environmental Imagination (W)
Crosslistings: ENVI 291/REL 291/SOC 291

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Drawing widely on both religious studies and the environmental humanities, we will examine the works of famous environmental thinkers such as Henry David Thoreau and Wendell Berry, as well as a number of lesser-known writers from non-Christian backgrounds. We will read these writers alongside recent scholarship on religion and ecology to understand how they were influenced by social and environmental trends such as urbanization, industrialization, immigration, and globalization. We will also ask how religion has intersected with gender, race, class, and ethnicity to shape environmental politics in the twenty-first century, with particular emphasis on agrarianism, wilderness preservation, and climate justice.

Class Format: seminar
Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Studies majors and concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives

Not Offered Academic Year 2017
SEM: Instructor: Nicolas Howe

ENVI 302(F) Practicum: Environmental Planning Workshop Crosslistings: ENVI 302/AMST 302/ENVI 411

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students working in conjunction with a client in the region and under supervision of the course instructor will gain direct experience working on the planning process in the Berkshire region. The course is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the
instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and team work. The class culminates in a public presentation of each team's planning study.

Class Format: seminar discussion/group workshop/project lab

Requirements/Evaluation: short written exercises, class discussion, class presentations, final group report

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Prerequisites: ENVI 101 or permission of instructor; open to juniors and seniors only

Enrollment Preferences: Environmental Studies majors, Environmental Policy majors, Environmental Science majors and Environmental Studies concentrators

Enrollment Limit: 16

Expected Class Size: 16

Dept Notes: required course for students wishing to complete the majors in Environmental Studies, Environmental Policy, Environmental Science and the Environmental Studies concentration

Distribution Notes: does not meet division 1, 2, or 3 requirements

Distribution Requirements: Non-divisonal

Other Attributes: AMST Space and Place Electives

ENVI Core Courses

ENVP Core Courses

ENVS Core Courses

EXPE Experiential Education Courses

SCST Related Courses

Fall 2016

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Sarah Gardner

LAB Section: 02 T 01:00 PM 04:00 PM Instructor: Sarah Gardner

LAB Section: 03 R 01:00 PM 04:00 PM Instructor: Sarah Gardner

ENVI 303(F,S) Cultures of Climate Change (W)

Crosslistings: ENVI 303/SOC 303

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Preferences: Environmental Policy & Environmental Science majors and Environmental Studies concentrators first; Anthropology and Sociology majors second

Enrollment Limit: 19

Expected Class Size: 19

Distribution Requirements: Division 2

Writing Intensive

Other Attributes: ENVI Humanities, Arts + Social Science Electives

ENVP PTL Theory/Method Courses

ENVP SC-A Group Electives

ENVP SC-B Group Electives

SCST Related Courses

Fall 2016

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Nicolas Howe

Spring 2017

SEM Section: 01 Cancelled

ENVI 306 A History of an African City

Crosslistings: HIST 307/AFR 313/ENVI 306

The city of Nairobi was founded solely to serve the needs of white colonials and settlers. Fifty years later—in the 1960s—it had become dominated by Africans and is now, in the 21st Century, a major global city with over 4 million people. This course will trace the history of Nairobi from the 19th century to the present. We will focus on the city's political and economic development, its racial conflicts, as well as the daily experience of various groups of city dwellers. We will also look at the growth of the city's physical infrastructure—its transportation, housing, trade, and labor networks. Students will also get a chance to read about the various artistic movements in Nairobi, focusing especially on music, theater, and street performances.

Class Format: lecture

Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper

Prerequisites: none

Enrollment Preferences: seniors; History majors

Enrollment Limit: 25

Expected Class Size: 25

Distribution Requirements: Division 2

Other Attributes: GBST African Studies Electives

GBST Urbanizing World Electives

HIST Group A Electives - Africa

Not Offered Academic Year 2017

LEC Instructor: Kenda Mutongi

ENVI 307(F) Environmental Law

Crosslistings: ENVI 307/PSCI 317

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today.

Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and “green product” certification, to confront globalization, climate change and other emerging threats.

Class Format: seminar

Requirements/Evaluation: based on several short writing assignments, a term research project, and active participation in class.

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Dept Notes: required course for students wishing to complete the major in Environmental Policy; satisfies the "Environmental Policy" requirement for the Environmental Studies concentration

Distribution Requirements: Division 2

Other Attributes: AMST Space and Place Electives

ENVI Environmental Policy

ENVP Core Courses

JLST Enactment/Applications in Institutions

POEC U.S. Political Economy + Public Policy Course

SCST Elective Courses

Fall 2016

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: David Cassuto

ENVI 309(F) Environmental Politics and Policy (W)

Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301

This course will provide an overview of environmental policy-making, with an emphasis on the ways in which policies are developed and implemented at the local, state and national level. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. Following an examination of different models of environmental policy-making, this course will focus on several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.

Class Format: seminar

Requirements/Evaluation: evaluation is based on several shorter writing assignments, a semester-long research project, and participation

Prerequisites: ENVI 101 or permission of instructor

Enrollment Preferences: Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome

Enrollment Limit: 19

Expected Class Size: 19

Dept Notes: required course for the Environmental Policy major and the Environmental Studies concentration

Distribution Requirements: Division 2

Writing Intensive

Other Attributes: ENVI Environmental Policy

ENVP PTL Theory/Method Courses

ENVP PE-A Group Electives

ENVP PTL-A Group Electives

ENVP SC-A Group Electives

POEC Comparative POEC/Public Policy Courses
ENVI 311 History of the Chemical Revolution in US Agriculture

Where do fertilizers, pesticides, and other agricultural chemicals come from? How are they made and why are they used? Why does the United States use among all branches of agriculture following WWII, paying particular attention to the relationships between seed technology, chemical warfare, mechanization, labor, government institutions, and petroleum-based organic chemicals. We conclude by turning our historical understanding of US agricultural development toward the current state of US agriculture and examine the rationales and policies that support the ongoing consumption of industrial chemicals across the entire US agricultural complex.

Class Format: lecture
Requirements/Evaluation: midterm and final exams; papers
Prerequisites: ENVI 101
Enrollment Preferences: Environmental Policy and Environmental Science majors; Environmental Studies concentrations
Enrollment Limit:
Expected Class Size: 16
Distributional Requirements:

Spring 2017
LEC Section: 01 MV 07:00 PM 08:15 PM Instructor: Merida Rua

ENVI 318(F) California: Myths, Peoples, Places (W)
Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENVI 318
Crosslisting Between Paradise and Hell, between environmental disaster and agricultural wonderland, between Reagan and Berkeley, between a land of all nations and a land of multiracial enmity, a diversity of myths have been inscribed onto and pursued within the space we call California. How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as “sprawling multicultural dystopia,” and California as “west of the west.”

Class Format: seminar
Requirements/Evaluation: this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:
Division 2
Writing Intensive

ENVI 328/PSCI 328

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Jacqueline Hidalgo

ENVI 322(F) Trash
Crosslistings: ANTH 322/ENVI 322/GBST 322
What is waste? What is filth? Why do titles or categories of sanitation workers—“garbage man,” for instance—bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental field experiments of systems of waste management historically and in the present, with a focus on the Middle East, South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Cairo, Dhaka, and New York, respectively. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.
Class Format: lecture/discussion
Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: seniors and juniors
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements:
Division 2

Fall 2016
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Joel Lee

ENVI 328 Global Environmental Politics (W)
Crosslistings: ENVI 328/FSCI 328
In the last two weeks of our Fall 2015 semester, world leaders will gather in Paris with the aim of finalizing an arduously negotiated global agreement on climate change. This new treaty will determine whether we, as a global
community, can still be on track to avoid catastrophic climate change. In the first ten weeks of this writing-intensive course, we will turn to a broad array of case studies to examine how, by whom, and to what effect global environmental governance is shaped and implemented. Case studies will build on original documents, scholarship from a variety of disciplines, and class visits by practitioners and negotiators and will include chemicals management, atmospheric pollution, species protection, transboundary movement of genetically modified organisms, forest management, and environmental rights. By building on the last four decades of international efforts to regulate the environmental commons, we will develop research projects to complete as we engage in a “virtual field-trip” to the Paris Climate Summit in the last two weeks of the semester.

Class Format: seminar

Requirements/Evaluation: participation, several shorter writing assignments, and a research paper to be completed in stages over the course of the semester.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Prerequisites: ENVI 101 or permission of instructor

Enrollment Preferences: Environmental Policy majors, Environmental Science majors, Environmental Studies concentrators and Political Science majors

Enrollment Limit: 19

Expected Class Size: 15

Dept. Notes: satisfies the "Environmental Policy" requirement for the Environmental Policy major and the Environmental Studies concentration

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
JLST Interdepartmental Electives
POEC International Political Economy Courses
PSCI Research Courses

Not Offered Academic Year 2017

SEM Instructor: Pia Kohler

ENVI 340(S) Climate Change Law
Crosslistings: ENVI 340/PSCI 343

Climate change is an inescapable component not just of environmental law and policy but of all law and all policy (as well as everything else). This course looks at mechanisms for mitigating as well as adapting to climate change from both the international and domestic legal perspectives. We will study the role of treaties, national legislation and regulation, sub-national responses, and the ongoing role of litigation. And we will examine the role of the lawyer and the legal community in addressing climate change.

Class Format: seminar

Requirements/Evaluation: based on several short writing assignments; a term research project; and active participation in class

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Dept. Notes: required course for students wishing to complete the major in Environmental Policy; satisfies the "Environmental Policy" requirement for the Environmental Studies concentration

Distributional Requirements:
Division 2

Other Attributes:
AMST Space and Place Electives
ENVI Environmental Policy
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
MAST Interdepartmental Electives
POEC U.S. Political Economy + Public Policy Course
SCST Elective Courses

Spring 2017

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: David Cassuto

ENVI 341(S) Toxicology and Cancer
Crosslistings: CHEM 341/ENVI 341

What is a poison and what makes it poisonous? Paracelcus commented in 1537: "What is not a poison? All things are poisons (and nothing is without poison)." The dose alone keeps a thing from being a poison. Is the picture really this bleak; is modern technology-based society truly swimming in a sea of toxic materials? How are the nature and severity of toxicity established, measured and expressed? Do all toxic materials exert their effect in the same manner, or can materials be poisonous in a variety of different ways? Are the safety levels set by regulatory agencies low enough for a range of common toxic materials, such as mercury, lead, and certain pesticides? How are poisons metabolized and how do they lead to the development of cancer? What is cancer and what does it take to cause it? What biochemical defense mechanisms exist to counteract the effects of poisons? This course attempts to answer these questions by surveying the fundamentals of modern chemical toxicology and the induction and progression of cancer. Topics will range from description and quantitation of the toxic response, including risk assessment, to the basic mechanisms underlying toxicity, mutagenesis, carcinogenesis, and DNA repair.

Class Format: lecture, three times per week

Requirements/Evaluation: evaluation is based on two hour tests, a class presentation and paper, participation in discussion sessions, a self-exploration of the current toxicological literature, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: CHEM 156; may be taken concurrently with CHEM 251/255; a basic understanding of organic chemistry

Enrollment Limit: 30

Expected Class Size: 24

Dept. Notes: required for the Chemistry track through the Environmental Science major and satisfies the Natural World requirement for the Environmental studies concentration

Distributional Requirements:
Division 3

Other Attributes:
BIMO Interdepartmental Electives
ENVI Natural World Electives
ENVS Group EB-A Electives
ENVS Group EC-B Electives
PHLH Biomedical Determinants of Health

Fall 2017

LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: David Richardson

ENVI 346(F) Environmental Psychology
Crosslistings: PSYC 346/ENVI 346

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans’ disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute insights to understanding (and encouraging) environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Class Format: seminar

Requirements/Evaluation: a series of papers, two essay exams, written and oral reports of research

Prerequisites: PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

Enrollment Preferences: Psychology majors and Environmental Studies concentrators

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements:
Division 2

Other Attributes:
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
PSYC Area 4 - Social Psychology

Fall 2016

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Kenneth Savitsky

ENVI 351(F,S) Marine Policy
Crosslistings: MAST 351/ENVI 351/PSCI 319

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

Dept. Notes: satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental Studies concentration

Distributional Requirements:
Division 2

Other Attributes:
ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
JLST Interdepartmental Electives
POEC International Political Economy Courses

Fall 2016

LEC Section: 01 TBA Instructor: Catherine Hall

ENVI 364(S) Instrumental Methods of Analysis

Spring 2017

LEC Section: 01 TBA Instructor: Catherine Hall

ENVI 364(S) Instrumental Methods of Analysis
Crosslistings: CHEM 364/ENVI 364
This course provides 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. Student will gain knowledge and understanding of the theory and practical use of a variety of instrumental techniques; including, but not limited to, chromatography, mass spectrometry, thermal methods, electroanalytical techniques, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies, with examples drawn from the current literature. Analytical chemical and instrumental techniques will be developed in the lecture and extensively applied in the laboratory. These skills are useful in a wide variety of scientific areas. Through exploration of primary literature and review articles we will discuss recent developments in instrumental methods and advances in the approaches used to address modern analytical questions.

Class Format: lecture, three hours per week; laboratory, four hours per week
Requirements/Evaluation: evaluation is based on class participation, problem sets, oral presentation and discussion of selected topics, laboratory work, and an independent project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor
Enrollment Limit: 16
Expected Class Size: 20
Distributional Requirements: Division 3

Other Attributes: BIMO Interdepartmental Electives
ENVI Natural World Electives
ENVS Group EB-A Electives
ENVS Methods Courses
MTSC Related Courses

Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Patrick Barber
LAB Section: 02 T 01:00 PM 05:30 PM Instructor: Patrick Barber

ENVI 368(F) Technology and Modern Society
Crosslistings: SOC 368/ENVI 368
With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Ludlittte movement in early nineteenth century England. Amish agrarian practices, and the CSA (community supported agriculture) movement.
Class Format: seminar
Requirements/Evaluation: two short papers, a midterm exam, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 3

Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP PE-A Group Electives
FMST Related Courses
HSCI Interdepartmental Electives
SCST Elective Courses

Fall 2016
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: James Nolan

ENVI 376(S) Economics of Environmental Behavior (Q)
Crosslistings: ECON 477/ENVI 376
A community maintains a fishery: a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary programs, and boycotts and divestment.
Class Format: seminar
Requirements/Evaluation: short essays and empirical exercises, class participation, oral presentation(s), and a final original research paper using an experiment, existing data, or theory
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ECON 251 and (ECON 255 or STAT 346)
Enrollment Preferences: senior Economics majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Quantitative/Formal Reasoning

Other Attributes: ENVI Environmental Policy
ENVP PE-A Group Electives
ENVP SC-A Group Electives
POEC Comparative POEC/Public Policy Courses

Spring 2017
SEM Section: 01 MWF 08:30 AM 09:45 AM Instructor: Sarah Jacobson

ENVI 386 Environmental and Natural Resource Policy (Q)
Crosslistings: ECON 386/ENVI 386/ECON 518
Economic activity often damages the environment significantly, especially in developing countries. Firms may clear-cut valuable forests, while consumers may drive high-pollution vehicles with little thought for the environmental consequences. Economists have proposed a variety of policy remedies, from pollution taxes to tradable permit schemes and restrictions on the quantity of pollution. This course first examines the relative merits of these policies from a theoretical perspective. When pollution damage is uncertain, is it better to use a pollution tax or a quantity restriction? Is it worse to set a pollution tax too high than to set it too low? It then proceeds to the practical issues that attend policy implementation, particularly where state capacity is limited. What is the best policy when inspectors can be threatened or bribed? When resource extraction is hard to monitor? Case studies will likely include policies aimed at deforestation, mineral ownership and extraction, particulate air pollution from industry and transportation, and carbon emissions from electricity generation. In evaluating policies we will think about both efficiency and the distribution of costs and benefits. (What if environmental regulation only benefits the wealthiest people in a country?) We will also examine the environmental consequences of policies aimed at other problems, like poverty and low education.
Class Format: seminar
Requirements/Evaluation: problem sets, paper, brief presentation, a midterm, and a final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Preferences: senior Economic majors and CDE fellows
Enrollment Limit: 25
Expected Class Size: 20
Dept. Notes: this course satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration
Distributional Requirements: Division 2
Quantitative/Formal Reasoning

Other Attributes: ENVI Environmental Policy
ENVP PE-A Group Electives
ENVP SC-A Group Electives
MAST Interdepartmental Electives
POEC Comparative POEC/Public Policy Courses

Not Offered Academic Year 2017
SEM

ENVI 387(S) Economics of Climate Change (Q)
Crosslistings: ECON 387/ECON 522/ENVI 387
This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration in both wealthy and poor countries. Next we will study adaptation, including capital investments and behavioral changes, and insurance. We will examine the sources of climate change, especially electricity generation and transportation, and the abatement opportunities. What is the socially optimal amount of climate change? (Probably not zero.) Why have countries had such a hard time agreeing on GHG emissions reductions, and how might we overcome such difficulties? In considering policy, we will employ not only theoretical predictions, but also the growing body of evidence from attempts to regulate GHGs. Examples include China’s pilot cap-and-trade programs, the EU ETS, and the US Clean Power Plan. We will pay particular attention to the political economy of regulation and ways in which policy results have departed from theoretical predictions. Finally, we will discuss the limits of the economic approach to climate change, pointing out questions on which economic theory provides little guidance.
Class Format: lecture
Requirements/Evaluation: weekly problem sets, one or two midterms, final exam
Prerequisites: ECON 251, familiarity with statistics
Enrollment Preferences: senior Economic majors and CDE fellows
Enrollment Limit: 19
Expected Class Size: 25
Distributional Requirements: Division 2
Quantitative/Formal Reasoning

Other Attributes: ENVI Environmental Policy

284
Spring 2017
LEC Section: 01  MR 02:35 PM 03:50 PM  Instructor: Matthew Gibson
ENVI 388 Urbanization and Development
Crosslistings: ECON 388/ENVI 388
At current rates of growth, the combined population of urban areas in developing countries will double in the next 30 years. The land area devoted to urban use is expected to double even more quickly. The costs of providing housing and infrastructure to accommodate this growth are enormous, but the costs of failing to accommodate urban development may be even larger. The decisions made in response to these challenges will affect the economic performance of these countries and the health and welfare of the urban residents. By affecting global patterns of energy use, these decisions will have broader impacts on the entire planet. This course will focus on these challenges. What are the economic forces that drive the process of urbanization, and how does the level of urbanization affect economic development? How do urbanization, economic development, and government fiscal and development affected by urbanization? What policy choices are available, and which are most likely to succeed in dealing with the challenges of urban growth?
Class Format: lecture/discussion
Requirements/Evaluation: a midterm and a final exam, plus a paper that evaluates specific problems, policy alternatives, and provides some analysis of relevant data
Prerequisites: ECON 251 plus POEC 253, ECON 255, 502 or 503; undergraduate enrollment limited and requires instructor's permission
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives
ENVI Environmental Policy
GBST Urbanizing World Electives
POEC Comparative POEC/Public Policy Courses
Not Offered Academic Year 2017
LEC Instructor: Stephen Sheppard
ENVI 397(F) Independent Study of Environmental Problems
Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.
Class Format: independent study
Prerequisites: approval by the Chair of Environmental Studies
Distributional Requirements: Non-divisional
Fall 2016
IND Section: 01  TBA  Instructor: Ralph Bradburd
ENVI 398(S) Independent Study of Environmental Problems
Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.
Class Format: independent study
Prerequisites: approval by the Chair of Environmental Studies
Distributional Requirements: Non-divisional
Spring 2017
IND Section: 01  TBA  Instructor: Ralph Bradburd
ENVI 402(S) Senior Seminar: Perspectives on Environmental Studies
Crosslistings: ENVI 402/MAST 402
The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways in which humans interact with diverse environments at scales ranging from local to global. As the capstone course for Environmental Studies and Maritime Studies, this seminar will bring together students who will have specialized in the humanities, social studies and/or the sciences and will provide an opportunity for exchange across these disciplinary streams. Readings and discussion will be organized around the common theme of climate change. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.
Class Format: seminar
Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor
Enrollment Preferences: limited to Senior Environmental Policy and Environmental Science majors and Environmental Studies and Maritime Studies concentrators
Enrollment Limit: 20
Expected Class Size: 19
Dept. Notes: required course for students wishing to complete the Environmental Policy & Environmental Science majors and the Environmental Studies or the Maritime Studies concentrations
Distribution Notes: no division 1, 2 or 3 credit
Distributional Requirements: Non-divisional
Other Attributes: ENVI Core Courses
ENVP Core Courses
ENVS Core Courses
SCST Elective Courses
Spring 2017
SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Pia Kohler
ENVI 405 Geochemistry: Understanding Earth's Environment
Crosslistings: GEOS 405/ENVI 405
Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. Earth and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radioactive isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity, and reconstruction of past environments. Students will examine the Earth system through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.
Class Format: seminar/lab
Requirements/Evaluation: evaluation will be based on seminar discussions, papers, labs and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: two 200-level GEOS courses and at least one of GEOS 302, 303 or 311; or permission of instructor
Enrollment Preferences: senior Geosciences majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-C Electives
Not Offered Academic Year 2017
SEM Instructor: Mea Cook
ENVI 411(F) Practicum: Environmental Planning Workshop
Crosslistings: ENVI 411/AMST 302/ENVI 411
This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students will get out of the classroom and gain direct experience working on the planning process in the Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply concepts learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic Year 1 seminar discussions, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project.
The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students will gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on...
ENVI 412 Practicum: Environmental Science and Policy
This interdisciplinary seminar will examine the science and policy of global climate change. Over the course of the seminar, students will examine the production of global knowledge about climate change as well as examine the variety of policy responses being deployed at the global scale. Students will undertake sustained projects in small teams over the course of the semester.

Class Format: seminar discussion/project lab
Prerequisites: ENVI 101 and ENVI 102
Enrollment Preferences: seniors majoring or concentrating in environmental studies, juniors majoring/concentrating in environmental studies may be admitted with instructor permission
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Non-divisional

ENVI 419 Going to Ground: Considering Earth in the Arts of Africa (D) (W)
Crosslistings: ARTH 419/AFR 419/ENVI 419
Drawing its inspiration from the landmark exhibition Earth Matters: Land as Material and Metaphor: Art of the African Earth (National Museum of African Art, 2013), this seminar explores how earth has been conceptualized and integrated into African artistic thought as material, metaphor, geography, environment, and intervention, and how this interpretive flexibility has allowed it to become a symbol of power and presence in African art-making from prehistory to the present. The seminar will also focus on how the ways in which earth has been used in contemporary art towards addressing the growing problems of pollution, unsustainable development, and the widespread depletion of earth-based natural resources in Africa. Over the course of this seminar, students will develop a knowledge base of earth-related issues that have been addressed in African artistic production, and engage with various cross-disciplinary methodologies to critically analyze the conceptual and aesthetic approaches taken in these works. Students will also have the opportunity to interact with specialists from diverse disciplines and fields towards fleshing out their knowledge base. This course fulfills EDI requirements through its exploration of the effects of globalization and modernization in the African natural environment, and its engagement with diverse cultural legacies, socio-political systems, and economic realities on the continent as contributors to art-making strategies deployed by contemporary African environmental artists. Students will also explore the ways in which African artists have internalized the various conditions and situations of their contexts as individuals defined by gender, sexual orientation, religious affiliation, etc. as well as members of distinctive cultures and communities.

Class Format: seminar
Requirements/Evaluation: 2-page reading response papers, 2-page paper proposal, draft and final paper (15 pages) with presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: some coursework in ARTH and/or AFR would be useful
Enrollment Preferences: seniors and majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: ARTH post-1600 Courses
GBST African Studies Electives

Not Offered Academic Year 2017
SEM Instructor: Michelle Apotsos

ENVI 420(F) Architecture and Sustainability in a Global World (W)
Crosslistings: ARTH 420/ENVI 420/GBST 420/EXPR 420
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as “minimizing the negative impact of built form on the surrounding landscape,” and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar
Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, and final project/paper (15-20 pages) and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, although a course in art/architectural history would be advantageous
Enrollment Preferences: Art History majors, Environmental Studies majors
Enrollment Limit: 19
Expected Class Size: 19
Materials/Lab Fee: $100
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST
Distributional Requirements: Division 1
Writing Intensive

ENVI 421(F) Ecology of Sustainable Agriculture
Crosslistings: BIOL 422/ENVI 422
A seminar/field course investigating patterns, processes, and concepts of sustainability in human-dominated, food production ecosystems. As a capstone course, the course will draw upon the experiences that students have had in biology and environmental studies courses. Topics will include: the relationships among diversity, ecosystem function, sustainability, resilience, and stability of food production, distribution systems, nutrient pools and processing in human dominated ecosystems. Two extensive field trips will be taken to agricultural operations in the region. Each student will present a seminar on a topic requiring extensive reading of primary resources and is responsible for leading the discussion that ensues. Reading question paper assignments will be due prior to the seminar. Criticism paper assignments will be made at approximately bi-weekly intervals and due two days after the seminar to which they relate.

Class Format: seminar; two 75 minute sessions per week
Requirements/Evaluation: evaluation will be based on writing assignments, seminar participation, and course participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: BIOL/ENVI 203 or BIOL 302 or permission of instructor
Enrollment Preferences: open to juniors and seniors
Enrollment Limit: 19
Expected Class Size: 12
Dept. Notes: Satisfies the distribution requirement in Biology; the ENVS biology track; the Natural World distributional requirement of the Environmental Studies program
Distributional Requirements: Division 3

Not Offered Academic Year 2017
SEM Instructor: Henry Art

ENVI 424(T) Conservation Biology (W)
Crosslistings: BIOL 424/ENVI 424

Fall 2016
SEM Section: 01 MWF 08:30 AM 09:45 AM Instructor: Henry Art

ENVI 425 Conservation Biology (W)
This tutorial examines the application of population genetics, population ecology, community ecology, and systematic to the conservation of biological diversity. While the focus of this tutorial is on biological rather than social, legal, or political issues underlying conservation decisions, the context is to develop science-based recommendations that can inform policy. Topics include extinction, the genetics of small populations, habitat fragmentation, the impact of invasive species, restoration ecology, design of reserves and conservation strategies.

Class Format: tutorial/field trip, one to three hours per week. Requirements: evaluation will be based on 5 writing assignments, tutorial presentation, performance in the role of paper critic, and course participation.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Prerequisites: none

Enrollment Preferences: History majors and students with previous coursework in History.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Prerequisites: approval by the Chair of Environmental Studies.

Distributional Requirements: Non-divisional.

TUT Instructor: Joan Edwards

Not Offered Academic Year 2017

ENVI 478(F) Cold War Landscapes

Crosslistings: HIST 478/ENVI 478/AMST 478

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in many developing nations. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States, then move on to examining others in Europe and the Soviet Union. We will spend the final weeks of the semester discussing examples from other parts of the world. Our approach to our topics will be interdisciplinary throughout the semester, and students are welcome to write their research papers on any geographical area of the world.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, and a final 20- to 25-page research paper

Prerequisites: none

Enrollment Preferences: History, Environmental Policy, and Environmental Science majors if over-enrolled

Enrollment Limit: 10

Expected Class Size: 15

Distributional Requirements: Division 2

Extra Info:

HIST Group C Electives - Europe and Russia

ENVI Humanities, Arts + Social Science Electives

ENVP SC-B Group Electives

HIST Group C Electives - Europe and Russia

HIST Group F Electives - U.S. + Canada

Fall 2016

SEM Section: 01 W 01:30 PM 03:50 PM Instructor: Karen Merrill

ENVI 491T The Suburbs (W)

Crosslistings: HIST 491/ENVI 491/AMST 490

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms, and assumptions, social connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than just collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Prerequisites: none

Enrollment Preferences: first-year and sophomore students

COURSES IN MARITIME STUDIES

MAST 104(S) Oceanography

Crosslistings: GEOS 104/ENVI 104/MAST 104

The oceans cover about 72% of Earth’s surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans, and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: first-year and sophomore students
**MAST 211(F,S) Oceanographic Processes**

**Crosslistings:** MAST 211/GEOS 210

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean's role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

**Class Format:** lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Distributional Requirements:** Division 3

**Other Attributes:** ENVI Natural World Electives, ENVS Group EB-B Electives, ENVS Group EG-E Electives, EVST Living Systems Courses, EXP Experiential Education Courses

**Spring 2017**

LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Mea Cook
LAB Section: 02 M 01:00 PM 03:00 PM Instructor: Mea Cook
LAB Section: 03 W 01:00 PM 03:00 PM Instructor: Mea Cook

**Fall 2016**

LEC Section: 01 TBA Instructor: Lisa Gilbert

**Spring 2017**

LEC Section: 01 TBA Instructor: Lisa Gilbert

**MAST 226T The Oceans and Climate (W)**

**Crosslistings:** GEOS 226/ENVI 226/MAST 226

The oceans are a fundamental part of Earth’s climate system. Ocean currents redistribute heat and carbon vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth’s history and the ocean’s role in driving, amplifying or dampening the changes, the ocean’s response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean’s influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for these changes, and write knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify climate change, the instability of ocean climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify climate change, and near-shore field trips and ten days at sea.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final paper

**Extra Info:** offered only at Mystic Seaport

**Distributional Requirements:** Division 1

**Writing Intensive**

**Other Attributes:** AMST Arts in Context Electives, ENVI Humanities, Arts + Social Science Electives, ENVP SC-B Group Electives

**Fall 2016**

LEC Section: 01 TBA Instructor: Mary Bercaw Edwards

**Spring 2017**

LEC Section: 01 TBA Instructor: Mary Bercaw Edwards

**MAST 258(S) Coastal Processes and Geomorphology**

**Crosslistings:** GEOS 258/ENVI 258/MAST 258

Can people live safely along the coast? Recent events like Superstorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. Helping these growing populations to live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces-wind, waves, storms, and people-that shape the coastal zone, as well as the geologic formations-sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs-that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This course will include all expenses-paid Spring Break field trip to the Outer Banks in North Carolina to collect oceanographic and geomorphologic data in conjunction with researchers at the U.S. Army Corps of Engineers Field Research Facility. Labs in the course will focus on analysis of the data collected during the field trip, and data collected previously at the Facility.

**Class Format:** lecture; will likely be a combination of lectures and discussions

**Requirements/Evaluation:** problem sets/lab reports, two short tests, and a research project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** GEOS 104, GEOS 210 or permission of instructor

**Enrollment Preferences:** sophomores and juniors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 3

**Spring 2017**

LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Alex Aptsos

**MAST 311(F,S) Marine Ecology**

**Crosslistings:** MAST 311/BIOL 231

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, the rocky shore, sandy beaches, salt marshes, coral reefs, and the deep sea are discussed in detail.

**Class Options:** lecture/demonstration, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributional Requirements:** Division 3
EVST Living Systems Courses

LEC Section: 01   TBA   Instructor: Michael Nishizaki

EXPE Experiential Education Courses

Spring 2017

LEC Section: 01   TBA   Instructor: Michael Nishizaki

MAST 351(F,S) Marine Policy

Crosslistings: MAST 351/ENVI 351/PSCI 319
This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

Dept. Notes: satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration

Distributional Requirements:
Division 2

Other Attributes:
ENVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
EXPE Experiential Education Courses
POEC International Political Economy Courses

Fall 2016

LEC Section: 01   TBA   Instructor: Catherine Hall

Spring 2017

LEC Section: 01   TBA   Instructor: Catherine Hall

MAST 352(F,S) Americans and the Maritime Environment (W)

Crosslistings: MAST 352/HIST 352
This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
EXPE Experiential Education Courses
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Fall 2016

LEC Section: 01   TBA   Instructor: Glenn Gordinier

Spring 2017

LEC Section: 01   TBA   Instructor: Glenn Gordinier

MAST 397(F) Independent Study: Maritime Studies

Maritime Studies independent study.

Class Format: independent study

Distributional Requirements:
Non-divisional

Fall 2016

IND Section: 01   TBA   Instructor: Ronadh Cox

MAST 398(S) Independent Study: Maritime Studies

Maritime Studies independent study.

Class Format: independent study

Distributional Requirements:
Non-divisional
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
MUS 149 The Language of Film Music
PHIL 294/COMP 294 Philosophy and Narrative Fiction
PHIL 295/COMP 295 Philosophy of Film and Film Theory
REL 229/AMST 229 Reel Jesus: Reading the Christian Bible and Film in the USA
RLFR 206 Outsiders in French and Francophone Film: Cinematic Adaptations of Literary Texts
RLFR 261/AFR 261/COMP 283 Haitian and French Caribbean Literatures and Film
RLFR 300/AFR 300/COMP 300 The Banlieue in Literature, Music, and Film
RLSP 208 The Spanish Civil War in Literature and Film

Related Courses
ARTH 221 History of Photography
ARTH 222/ARAB 222 Photography in/of the Middle East
ARTS 106 Photography: Drawing with Light
ARTS 108 Introduction to Photography
ARTS 206 Color Digital Photography
ARTS 211T Photographic Montage and Collage
ARTS 252/INTR 252 The Human Image: Photographing People and Their Stories
ARTS 253 Film Photography
ARTS 254 Digital Photography
ARTS 324/INTR 324 The Documentary Photography Project
ARTS 326 Advanced Photography
CHIN 421 Slides, Stage, and Cinema: Modern Writers "Looking at" China
COMP 209 Dolls, Puppets and Automatons
COMP 212 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia
CSCI 108 The Art and Science of Computer Graphics
ENGL 120/COMP 111 The Nature of Narrative
ENGL 368 Ireland in Film
HIST 201/AMST 202 History Behind the Headlines
LATS 346/AMST 346/WGSS 346/AFR 326 Gender, Race and the Power of Personal Aesthetics
PHIL 301 Textual Meaning and Interpretation
PSCI 104/ARTH 104 Visual Politics
PSY 319/INTR 223/NSCI 318 Image, Imaging, and Imagining: The Brain and Visual Arts
REL 271/ASST 271/COMP 279/WGSS 279 Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture
SOC 219 Images of Race and Ethnicity
SOC 368/ENVI 368 Technology and Modern Society
THEA 104/COMP 104 Critical Approaches to Theatre and Performance
THEA 214/ENGL 214 Playwriting
THEA 308 Directing
THEA 330/AMST 331/COMP 330 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
WGSS 240/AMST 241/LATS 341/THEA 241/SOC 240 Performing Masculinity in Global Popular Culture
WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322 Race, Gender, and Performance from Literature to Social Media

GEOSCIENCES (DIV III)
Chair: Professor Rónadh COX


MAJOR
The Geosciences major offers an understanding of the evolution of our planet and its interacting global systems. In this era of global change, geoscience provides the tools that can help us learn to live sustainably with our environment, and our place within the vastness of Earth history. Forces within the Earth create mountain ranges and ocean basins and drive the movements of continents. Wind, water and ice shape the surface of the Earth, making and changing the landscapes around us. Sedimentary rocks and the fossils within them teach us how life and climate have evolved over the vastness of time.

Geoscience graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, climate assessment, hydrology, geology, the energy and mining industries, outdoor education, and research and teaching in universities, colleges, and secondary schools. Many students choose to double major in fields as diverse as Art, Economics, History, Physics, Mathematics, English, and Philosophy, and often find jobs where they can apply the synergies of their Geosciences double major. No matter what field they enter, all our Geosciences graduates pursue their lives and careers with a deeper appreciation for the natural world and the vastness of Earth.

At least two 200-level courses selected from this group:
GEOS 201 Geomorphology
GEOS 202 Mineralogy
GEOS 205 Earth Resources
GEOS 210/MAST 211 Oceanographic Processes
GEOS 212/BIOL 212 Paleoecology
GEOS 214 Remote Sensing and Geographic Information Systems
GEOS 215 Climate Changes

At least two 300-level courses selected from this group:
GEOS 301 Structural Geology
GEOS 302 Sedimentology
GEOS 303 Igneous and Metamorphic Petrology
GEOS 401 Global Tectonics and the Rise of Mountains
GEOS 405 Geochemistry: Understanding Earth's Environment
GEOS 411 Geobiology

Finally, students must take enough electives to bring the total to a minimum of nine courses.

PREPARATION FOR GRADUATE SCHOOL
Although many of our majors take geoscience jobs after graduation, many choose to go to graduate school, and most graduate programs will expect students to have a background in mathematics as well as a year or so of study in related sciences, in addition to the requirements of the Geosciences major. Students considering graduate work in geosciences should therefore consult with faculty to ensure that they plan wisely. The selection of outside courses will depend on the field in which a student wants to specialize. Graduate programs in solid-earth geosciences commonly expect entering students to have taken courses in chemistry. For those going into environmental geosciences, courses in chemistry, computer science and/or statistics are recommended. For those considering geobiology programs, biology courses are important. For students entering planetary geology, physics is recommended.

THE DEGREE WITH HOMORS IN GEOSCIENCES
The degree with honors in Geosciences provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, culminating in a thesis that demonstrates outstanding achievement of an original and innovative nature. In addition to the major requirements listed above, those who are candidates for the degree with honors take the following sequence in the Fall, Winter Study, and Spring of their senior year:

GEOS 493-031-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are interest and motivation, mastery of fundamental material and skills, and ability to pursue independent study successfully. Interested students should talk to members of the department about project options at any time, but generally no later than January of the Junior year.

STUDY AWAY

Students planning to study off-campus should meet as early as possible with the Department Chair to plan and to discuss how potential courses might be used in the Geosciences major. Although most study-away programs do not offer geoscience courses, there are some that dovetail well with a Geosciences major. Examples include the Williams-Mystic program, the Frontiers Abroad program at Canterbury University in New Zealand, and the program at the University of Otago in New Zealand. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted as part of the Geosciences major. The Department Chair is always happy to discuss student plans and ideas for off-campus work. You can find general study away guidelines for the Geosciences [here].

GEOS 101(F) The Co-Evolution of Earth and Life Crosslistings: GEOS 101/ENVI 105
Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing through the evolution of life. For students interested in crossing over to the intersection of our own species with the Earth today, students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as:

What did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biologic event lead to profound changes in the environment? What and why did animals evolve, what role did they play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can we do to prevent us from our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth
The northeastern United States. With special attention paid to the geological and paleontological history of

Class Format: lecture; one laboratory per week plus one all-day field trip
Requirements/Evaluation: evaluation will be based on lab work, short quizzes, midterms, a writing project, and a final exam
Prerequisites: none
Enrollment Preferences: underclassmen
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-A Electives

Fall 2016
LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Alex Apostos
LAB Section: 02 M 01:00 PM 03:00 PM Instructor: Alex Apostos
LAB Section: 03 T 01:00 PM 03:00 PM Instructor: Alex Apostos

GEOS 102(S) An Unfinished Planet
The Earth is a work-in-progress, an evolving planet whose vital signs—as expressed by earthquakes, volcanic eruptions, and shifting plates—are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses accrete and separate. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model—one of the fundamental scientific accomplishments of the past century—to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth’s interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast.

Class Format: lecture, three hours per week; lab (several involving field work), two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts
Requirements/Evaluation: evaluation will be based on two hour-tests, weekly lab work, and a scheduled final exam
Prerequisites: none
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives

Spring 2017
LEC Section: 01 MW 10:00 AM 10:50 AM Instructor: Bud Wobus
LAB Section: 02 W 01:00 PM 03:00 PM Instructor: Bud Wobus
LAB Section: 03 R 01:00 PM 03:00 PM Instructor: Bud Wobus

GEOS 103(F) Global Warming and Natural Disasters
Crosslistings: GEOS 103/ENVI 103
The destruction caused by recent storms such as Irene and Sandy, devastation of prolonged drought in the African Sahel, catastrophic flooding and mudslides in SE Asia and sea level encroachment on the Alaska coast are visible examples of natural disasters that may be modulated by climate change. Global climate change, together with environmental degradation and the explosive growth of urban areas, has the potential to increase the severity and impact of natural disasters. In this course we globally examine geological and climatological processes that “set up” natural disasters such as hurricanes, floods, landslides, droughts, extreme temperatures, and coastal surges, as well as the processes that condition availability of water resources. We study in detail the causes and anticipated consequences of human alteration of global climate and its impact on the spectrum of natural hazards and resources. During laboratory sessions we use local field sites and computer models to analyze recent disasters/hazards, trends in weather and climate and options for mitigating future impacts.

Class Format: lectures, 3 hours per week; laboratory, 2 hours per week
Requirements/Evaluation: evaluation based on written reports from laboratories, class participation, two hour exams and a final exam
Prerequisites: none
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-A Electives
SCST Related Courses

Spring 2017
SEM Section: 01 TF 01:30 PM 03:45 PM Instructor: Ronadh Cox

GEOS 103(S) Oceanography
Crosslistings: GEOS 104/ENVI 104/MAST 104
The oceans cover about 72% of Earth’s surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

Class Format: lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip
Requirements/Evaluation: evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 48
Expected Class Size: 48
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-A Electives
EXPE Experiential Education Courses

Fall 2016
LEC Section: 01 MW 09:00 AM 09:50 AM Instructor: Mea Cook
LAB Section: 02 M 01:00 PM 03:00 PM Instructor: Mea Cook
LAB Section: 03 W 01:00 PM 03:00 PM Instructor: Mea Cook

GEOS 108(S) Observing Writing (W)
Crosslistings: GEOS 108/ENVI 112
There are many ways to write stories about the planet that we live on. Beautiful ideas can be expressed in fiction, in journalism, and in formal scientific writing. In this course we will investigate the earth by reading about it, by writing about it, and by analysing the writings of others. We will think about the ways in which fiction can be true, how journalism can be both clear and correct, and how scientific articles can be made accessible and interesting. All these things are in the hands of the writer. We will focus on both the act of writing (writing about observations) and analysis of the writings of others (observations about writing). We will write in and about the natural world, thinking about how to do so in ways that are evocative, interesting, and true. We will read the writings of others, asking ourselves whether and how the writers have succeeded in being evocative, interesting, and true.

Class Format: seminar
Requirements/Evaluation: continuous assessment of drafts and rewrites, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a piece of writing should be submitted to instructor, describing the student’s interests
Enrollment Preferences: first years, especially prospective Environmental Studies or Geoscience majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3
Writing Intensive

Spring 2017
SEM Section: 01 TF 01:30 PM 03:45 PM Instructor: Ronadh Cox

GEOS 201(F) Geomorphology
Crosslistings: GEOS 201/ENVI 205
This course is designed for Geosciences majors and for environmental studies students interested in surficial geologic processes and their importance in shaping the physical environment. Geomorphology is the study of landscapes, the processes that shape them and the rates at which surface processes change the landscape. This class emphasizes the influence of climatic, tectonic, and volcanic forces on landform evolution over relatively short periods of geologic time—millions of years to a few millions of years. At this time scale, the influence of human activity and climate change on landscapes may be strong, perhaps dominant, in many geologic environments. Many of our examples analyze human interaction - planned or unplanned—with geomorphic processes. Labs focus on field measurements of channels and landscapes in the Williamstown area as well as on the analysis of topographic maps and stereo air photos.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week/student projects; weekend field trip to the White Mountains
Requirements/Evaluation: evaluation will be based on two hour exams, a project, lab work and class participation
Prerequisites: any 100-level GEOS course or permission of instructor
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 3
Other Attributes: AMST Space and Place Electives
GEOS 202(S) Mineralogy

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals—Earth’s building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations compositional variation, 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; wavelength-dispersive spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section.

Class Format: lecture, three hours per week; laboratory, three hours per week; independent study of minerals in hand specimen; one afternoon field trip
Requirements/Evaluation: evaluation will be based on one hour test, lab work, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one 100-level GEOS course or permission of instructor
Enrollment Preferences: sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year
Enrollment Limit: 14
Expected Class Size: 12
Distributional Requirements: Division 3
Other Attributes: MTSC Related Courses

Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Bud Wobus
LAB Section: 02 T 01:00 PM 04:00 PM Instructor: Bud Wobus

GEOS 205 Earth Resources

Crosslistings: GEOS 205/ENVI 207

The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth’s resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses.

Class Format: lecture
Requirements/Evaluation: one hour exam, a final exam, lab exercises, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one 100-level GEOS course or permission of instructor
Enrollment Preferences: sophomores and Geosciences majors
Enrollment Limit: 18
Expected Class Size: 18
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EG-C Electives

Not Offered Academic Year 2017
LEC Instructor: Ronadh Cox

GEOS 210(F,S) Oceanographic Processes

Crosslistings: MAST 211/GEOS 210

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean’s role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, coastal pollution, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

Class Format: lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project
Requirements/Evaluation: two tests, a research project, and a presentation
Extra Info: offered only at Mystic Seaport
Distributional Requirements: Division 3
Other Attributes: ENVI Natural World Electives ENVS Group EB-B Electives ENVS Group EG-C Electives EVST Living Systems Courses EXPE Experiential Education Courses

Spring 2017
LEC Section: 01 TBA Instructor: Lisa Gilbert

GEOS 212(S) Paleobiology

Crosslistings: GEOS 212/BIOL 211

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. In addition to the intellectual discovery of fossils as organic relics and the ways in which fossils have been used to support conflicting views on nature, geologic time, and evolution, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth’s climatic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams’ superb fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth. We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York.

Class Format: lecture/laboratory; field trip to the paleoZoic of New York State
Requirements/Evaluation: evaluation will be based on lab assignments, short quizzes and writing assignments, and a final exam
Prerequisites: any 100-level GEOS course or BIOL 102, 203 or 205
Enrollment Preferences: sophomores and juniors
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distributional Requirements: Division 3
Other Attributes: MAST Interdepartmental Electives

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Phoebe Cohen
LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Phoebe Cohen

GEOS 214(S) Remote Sensing and Geographic Information Systems

Crosslistings: GEOS 214/ENVI 214

Rising oil and electricity costs disrupt the economy and help fuel global insecurity. Extraction of fossil fuels degrades the environment. Clearer understanding of how fossil-fuel consumption contributes to global climate change is increasing the demand for renewable sources of energy and for more sustainable campus environments. What sources of energy will supply Williams College and nearby areas in the twenty-first century? How will campus buildings, old and new, continue to be attractive spaces while making far more efficient use of heat and light? How can the College’s operations and purchasing become more sustainable? This course is a practical introduction to renewable sources of energy, including conservation, principles of sustainability, and to their application to the campus environment. Topics covered include: biological sources of energy (biomass, biogas, liquid fuels), wind energy, geothermal and solar energy, energy efficiency and the environmental impacts of using renewable energy. Lectures, field trips and individual projects emphasize examples from the campus and nearby area.

Class Format: seminar, three hours per week
Requirements/Evaluation: evaluation will be based on an hour exam, class participation that includes a seminar presentation, and a research project that investigates some aspect of campus energy use and greenhouse-gas emissions
Enrollment Preferences: sophomores
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 3
Other Attributes: MAST Interdepartmental Electives
This class provides a practical look at fast-evolving methods used to integrate information about the Earth's surface with spatial data collected by disciplines such as archaeology, economics, the field sciences, history and political science. Remote sensing involves collection and processing of data from satellite and airborne sensors to yield environmental information about the Earth's surface and lower atmosphere. Remote sensing allows regional mapping of rock materials, analysis of vegetation cover and measurement of urban areas, and landform change over time. A Geographic Information System (GIS) links satellite-based environmental measurements with spatial data such as topography, transportation networks, and political boundaries, allowing display and quantitative analysis at the same scale using the same geographic reference system. This course covers concepts of remote-data capture and geographic rectification using a Global Positioning System (GPS), as well as principles of remote sensing, including linear and non-linear image enhancements, convolution filtering, and image classification. Principles of GIS include display and classification, buffer overlays, decision support tools, and techniques of spatial analysis. Weekly labs focus on training in the application of techniques using data from the region and other areas of North America.

Class Format: lecture, three hours per week; laboratory, three hours per week.

Requirements/Evaluation: based on weekly lab exercises, two take-home exams and a final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: at least one introductory course in BIOL, ENVI, or GEOS

Enrollment Preferences: Geosciences and Biology majors and Environmental Studies majors and concentrators

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements: Division 3

Other Attributes: ENVI Natural World Electives
ENVS Group EG-C Electives
ENVS Methods Course
EXPE Experiential Education Courses

Spring 2017

LEC Section: 01  MW 11:00 AM 12:15 PM  Instructor: Jose Constantine
LAB Section: 02  M 01:00 PM 04:00 PM  Instructor: Jose Constantine

GEOS 21S(C) Climate Changes (Q)

Crosslistings: GEOS 215/ENVI 215

In recent years, there has been a growing public and scientific interest in the Earth's climate and its variability. This interest reflects both concern over future climate changes resulting from anthropogenic increases in atmospheric greenhouse gases and growing recognition of the economic impact of "natural" climate variability (for example, El Niño events), especially in the developing world. Efforts to understand the Earth's climate system and predict future climate changes require both study of parameters controlling present day climate and detailed studies of climate changes in the past. In this course, we will explore the processes that control the Earth’s climate, such as insolation, the greenhouse effect, ocean circulation, configuration of continents, and positive and negative feedbacks. At the same time, we will review the geological record of climate changes in the past, examining their causes. Geoscience exercises and problem sets will emphasize developing problem solving skills and using quantitative analyses to assess if a given explanation is possible and reasonable. These exercises will include developing and applying numerical models of the radiative balance of Earth and the carbon cycle.

Class Format: lecture, three hours per week; one-three hour lab per week

Requirements/Evaluation: evaluation will be based on lab exercises and problem sets (25%), three hour exams (50%), and a final project (25%) where students collect, analyze, and interpret data.

Prerequisites: 100-level course in GEOS, CHEM, or PHYS or permission of instructor

Enrollment Preferences: Geosciences majors

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 3

Other Attributes: ENVI Natural World Electives
ENVS Group EB-E Electives
ENVS Group EG-C Electives
EVST Environmental Science
MAST Interdepartmental Electives
STCST Related Courses

Spring 2017

LEC Section: 01  TR 08:30 AM 09:45 AM  Instructor: Mea Cook
LAB Section: 00  T 01:00 PM 04:00 PM  Instructor: Mea Cook

GEOS 217T Planets and Moons (W)

Crosslistings: GEOS 217/ASTR 217

We teach the human mind full of wonder. Each planet and each moon is strange: different from our Earth, and different from each other. The recent flood of images and data from Mars constantly reveals new marvels—the rest of the solar system is even stranger. The U.S. put men on the moon; there are robots on Mars; and the Soviet Union landed several times on Venus. The other worlds are known only from flybys and remote images, but it's amazing how much those can teach us. By focusing on recent research, we will examine how the solar system works and delve into its mysteries. Topics may include the possible Late Heavy Bombardment of the moon, runaway greenhouse on Venus, water on Mars, hidden oceans on Europa, and the methane weather cycle on Titan.

Class Format: tutorial

Requirements/Evaluation: six 1500-word papers, discussion & critical analysis; strong focus on polished writing & argument, & papers will be thoroughly edited by the instructor

Extra Info: students will improve writing by integrating into successive papers the editorial comments they receive, & also by editing the writing of their tutorial partners

Prerequisites: any GEOS course, or permission of instructor

Enrollment Preferences: sophomores

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 3

Writing Intensive

Not Offered Academic Year 2017

TUT  Instructor: Ronadh Cox

GEOS 226T The Oceans and Climate (W)

Crosslistings: GEOS 226/ENVI 226/MAST 226

The oceans are a fundamental part of Earth’s climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth’s history and the ocean’s role in driving, amplifying or dampening the changes, the ocean’s response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean’s influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems.

Class Format: tutorial

Requirements/Evaluation: each student will write five 5-page position papers; evaluation based on the critical analysis of reading from the scientific literature through writing and discussion

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: GEOS 104, GEOS 210 or permission of instructor

Enrollment Preferences: sophomores and juniors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 3

Writing Intensive

Other Attributes: ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EB-C Electives
ENVS Group EG-C Electives
MAST Interdepartmental Electives
STCST Related Courses

Not Offered Academic Year 2017

TUT  Instructor: Mea Cook

GEOS 258(S) Coastal Processes and Geomorphology

Crosslistings: GEOS 258/ENVI 258/MAST 258

Can people live safely along the coast? Recent events like Superstorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our physical and coastal infrastructure. Only a few geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. Helping these growing populations to live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces-land, waves, storms, and people-that shape the coastal zone, as well as the geologic formations-sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs-that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea
level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include an all-expenses-paid Spring Break field trip to the Outer Banks in North Carolina to collect oceanographic and geomorphologic data in conjunction with researchers at the U.S. Army Corps of Engineers Field Research Facility. Labs in the course will focus on analysis of the data collected during the field trip, and data collected previously at the Facility.

Class Format: lecture; will likely be a combination of lectures and discussions

Requirements/Evaluation: problem sets/lab reports, two short tests, and a research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 104 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 3

Spring 2017

LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Mea Cook

GEOS 303(2S) Sedimentology (W)

Sediments and sedimentary rocks preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the conditions by which they were deposited, and the processes by which they were lithified. This course introduces the principles of sedimentology, including sediment composition, fluid mechanics, bedform analysis, and depositional environments.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week

Requirements/Evaluation: eight written critiques (each 350-400 words) of assigned papers from the sedimentological literature—designed to teach clear written expression & careful analytical reading; evaluation based on lab work, written assignments, hour exam & final exam

Extra Info: papers will be thoroughly edited for style, grammar and syntax; each student will compile his/her papers as a growing body of work, and each new paper will be read and edited in the context of the previous submissions may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 202 (may be taken concurrently with permission of instructor)

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 3

Writing Intensive

Other Attributes: MAST Interdepartmental Electives

Spring 2017

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Ronadh Cox

LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Ronadh Cox

GEOS 303(F) Igneous and Metamorphic Petrology

Using plate tectonics and the geologic assembly of New England as a template, this course explores the origin of crystalline rocks—volcanic, plutonic, and metamorphic—that comprise 94% of the Earth's crust. Field and lab studies are the crux of the course, supported by experimental work and thermodynamic principles. Chemical and mineralogical compositions and rock fabrics provide evidence for crystallization environments and tectonic settings, past and present.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; several field trips including one full day trip to central New Hampshire

Requirements/Evaluation: evaluation will be based on lab work, one hour test, and a final exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 202 or permission of instructor

Enrollment Limit: none

Expected Class Size: 8

Distributional Requirements: Division 3

Fall 2016

LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Bud Wobus

LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Bud Wobus

GEOS 401(F) Global Tectonics and the Rise of Mountains

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetics, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. After an introduction to the theory of plate tectonics, we will look at the field trips to illustrate how digital elevation models integrated with geologic maps and cross-sections will be used to construct 3D models. We will also explore ways in which tectonics, climate, and erosion affect each other during the evolution of mountain ranges. Class meetings will include lectures and discussions of assigned reading. Labs will include field trips and computer-based projects.

Class Format: lecture/discussion, three hours per week; laboratory, three hours per week; six field trips including one all-day trip

Requirements/Evaluation: participation during class and field trip discussions; six lab reports based on field trips, one computer based laboratory project, 2 four page papers based on journal articles.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 301 or 303 or permission of instructor

Enrollment Preferences: senior Geosciences majors

Distributional Requirements: Division 3

Fall 2016

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Paul Karabinos

LAB Section: 02 R 01:00 PM 04:00 PM Instructor: Paul Karabinos

GEOS 405 Geochemistry: Understanding Earth’s Environment

Crosslistings: GEOS 405/ENVI 405

Rocks, water, air, life: what comprises these interconnected components of the Earth system? How do they interact today, and how did these interactions differ in the past? In this course we will study how chemical elements are distributed in the Earth, cycle through the Earth system, and act together to produce a planet that is habitable. As Earth's landscapes and oceans, and the life they harbor, have evolved through time, they have left an imprint in the geological record that we can read using geochemical tools such as molecular fossils, elemental ratios, and stable and radiocative isotopes. Topics include the synthesis of elements in stars, the formation and differentiation of planet Earth; radiometric dating; the major constituents of the atmosphere, rain, rocks, rivers and the ocean; how they're linked by chemical weathering and biological activity; and reconstruction of past environments. Students will explore these topics through lecture; reading and discussing articles from the scientific literature; and collecting, analyzing and interpreting data from environmental samples.

Class Format: seminar/lab

Requirements/Evaluation: evaluation will be based on seminar discussions, papers, labs and final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: two 200-level GEOS courses and at least one of GEOS 302, 303 or 311; or permission of instructor

Enrollment Preferences: senior Geosciences majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 3

Other Attributes: ENVI Natural World Electives

ENVS Group EB-B Electives

ENVS Group EG-C Electives

Not Offered Academic Year 2017

SEM Instructor: Mea Cook

GEOS 411(F) Geobiology

Geobiology—the study of interactions between earth and life over geologic timescales—is a new and interdisciplinary field that has grown out of exciting advances in inorganic, and biological sciences. During this course we will examine the many ways in which organisms—from bacteria to trees—have left their mark on our planet. Topics include the origin of life, the rise of oxygen in the earth's atmosphere, the evolution of biomineralization, the environmental context for animal evolution, the role of microbial communities in the earth system, the emergence of land plants, and the potential for planet-life interactions elsewhere in our solar system. Geobiology incorporates tools and
STUDY ABROAD
The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department. You can find general study away guidelines for German here.

THE CERTIFICATE IN GERMAN
To enhance a student’s educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

The student must achieve proficiency at the level of a B in German 104 or the equivalent.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

Required Courses
- German 101
- German 102
- German 103
- German 104
- German 201

Elective Courses
at least one course (in German or English) on German cultural history (literature, art, drama, music) at least one course (in German or English) on German intellectual, political, or social history

THE MAJOR
The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

Examples of appropriate courses in other departments are:
- Art History 287 Art in Germany: 1960 to the Present
- History 239 Modern German History
- History 338 The History of the Holocaust
- Music 108 The Symphony
- Music 117 Mozart
- Music 118 Bach
- Music 120 Beethoven
- Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

THE DEGREE WITH HONORS IN GERMAN
Students earn honors by completing a senior thesis (German 493-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

GERM 101(F) Elementary German
German 101-102 is for students with no previous study of German. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play.

Class Format: lecture/discussion; meets five days a week

Requirements/Evaluation: active class participation, written homework, short compositions, oral exercises and tests

Extra Info: students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken not available for the fifth course option

Prerequisites: none

Enrollment Limit: 18

Expected Class Size: 15
GERM 102(S) Elementary German
Germain 102 is a continuation of German 101, and will provide you with a further introduction to the language and cultures of German-speaking countries. You will have the opportunity to practice listening, reading, writing, and speaking in German both through in-class activities and homework assignments. During the semester, you will learn about various cultural perspectives, products, and practices of German-speaking countries. Some of the topics that will be addressed this semester include: housing, household; geography and landscape; transportation; travel plans and experiences; food and drink; cooking and ordering food at restaurants; childhood and youth; fairy tales; health and personal hygiene; family, marriage, and partnership; community issues in a multicultural society; literature, music, and film. This language course is conducted in German.
Class Format: seminar
Requirements/Evaluation: active class participation, midterm & final Exams, essays, homework
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GERM 101 or equivalent
Enrollment Preferences: first-year students
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 1

Spring 2017
SEM Section: 01 M-F 10:00 AM 10:50 AM Instructor: Gail Newman
GERM 103(F) Intermediate German I
In this course students will further develop their German language skills, by discussing a variety of cultural topics and themes in the German-speaking world. Through extensive work on expanding vocabulary, reviewing major grammar topics, conversations and composition exercises, the students will strengthen their language skills and develop cultural competency. The course focuses on real communication in meaningful contexts, to develop and consolidate students' speaking, listening, reading and writing abilities at the intermediate level. Using a variety of media, such as texts, video and audio, students will explore various cultural topics and cultural topics in the German-speaking world. Students will have the opportunity to practice and improve their spoken and written German skills through in-class activities and homework assignments. The course is taught in German. Active and dedicated participation including homework is expected.
Class Format: seminar
Requirements/Evaluation: active class participation, midterm and final Exams, quizzes, essays, homework
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: GERM 102 or equivalent
Enrollment Preferences: first-year students
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 1

Fall 2016
SEM Section: 01 M-F 10:00 AM 10:50 AM Instructor: Christophe Kone
GERM 104(S) Intermediate German II
The prerequisite to all advanced courses in German. Practice in speaking and writing; reading in a variety of contemporary texts ranging from interviews to social documentary to short stories. Weekly film clips from a popular German TV series. Conducted in German.
Class Format: discussion, small group work
Requirements/Evaluation: daily short writing assignments, small group work, midterm, and final
Prerequisites: GERM 103 or equivalent
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 MWF 12:00 PM 12:50 PM Instructor: Helga Druxes
GERM 120(S) Turbedeutsch: Accelerated Elementary German
An accelerated version of Elementary German, covering nearly all the material of GERM 101-102 in one semester. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. Best suited to very committed students who have had no previous German, or to students who have had some previous German but who did not place into GERM 103. The course will meet every day, including those three 50-minute periods on MWF and 2 75-minute periods on TR, plus a required TA session at a time to be arranged.
Detlev Buck, and listen to cabaret songs by Marlene Dietrich and electronic music by Ellen Alien.

Conducted in German.

Class Format: seminar

Requirements/Evaluation: midterm, final exam, several short papers

Prerequisites: GERM 201 or equivalent

Enrollment Preferences: German majors

Enrollment Limit: 12

Expected Class Size: 10

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Christoph Kone

GERM 202 Berlin—Multicultural Metropolis Between East and West

We will examine texts and films about Berlin as a center of cultural and social transformations in the late nineteenth and twentieth centuries, with special emphasis on the post-wall period. We will move from the turn of the century (when Berlin’s population had nearly tripled in size) to the establishing of Berlin as a world capital in the 1920s, then through Nazi-era transformations, wartime destruction and the cold war division of the city. We will conclude with the reshaping of the city after the fall of the Berlin wall. Texts and films may include: Walter Benjamin, Berliner Kindheit um 1900, excerpts from Ulrich von der Heyden and Joachim Zeller’s Sinfonie einer Großstadt, Irmgard Keun’s Das kunstseidende Mädchens, Nazi architect Albert Speer’s plans for Berlin as the fascist capital “Germania,” the 1956 East German youth protest film Ecke Schönhauser, short fiction by Reiner Kunze, Aras Oren, Peter Schneider, Bodo Morshäuser, Inna Liebmann. Recent films to be included are: Sonnenallee, Goodbye, Lenin!, Berlin is in Germany, Geschwister.

Class Format: seminar

Requirements/Evaluation: frequent short writing assignments

Prerequisites: GERM 201 or equivalent

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Helga Druaxes

GERM 202(S) German Comics (W)

The goal of this advanced course is to study language and culture through the exploration of German-language comics. Despite the boom in the production of comics since the reunification, Germany remains an atypical cultural context for the emergence of new talents. In Germany, comic artists are not in the same way regarded as serious writers, they do not gain the same status as novelists and playwrights. However, comics is a growing and expanding field, with many young and talented artists in the German speaking world. Here, comics remain largely unknown and unrecognized abroad. This course seeks to introduce students to this rich, active genre and to deepen their understanding of it by allowing them to engage with its breadth and the variety of its subjects and styles. The course will address a variety of recent comics ranging from graphic novels by Tim Dinter, Line HovenKati Rickenbach, and Oliva Vieweg to literary comics by Fix, Isabel Kreitz, as well as historical comics by Simon Schwartz, and Elke Steiner, not to forget German mangas Deadly Circus by Jürgen Seebeck. The course will also address a variety of genres such as humor with Der bewegte Mann by Ralf König, biography with Schiller by Horus, and autobiography with Smalltown Boy by Andreas Michalek, and Held by Fix. What are the recurrent themes in German comics? What kind of current political issues do these comics raise and what type of contemporary anxieties do they express? These are some of the questions the course seeks to answer.

This course is conducted entirely in German.

Class Format: seminar

Requirements/Evaluation: three 3- to 5-page papers and one final project

Prerequisites: GERM 104 and GERM 201

Enrollment Preferences: German majors

Enrollment Limit: 19

Expected Class Size: 12

Distributional Requirements: Division 1

Writing Intensive

Spring 2017

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Christoph Kone

GERM 271 From Kleist to Kafka

Crosslistings: GERM 271/COMP 271

Heinrich von Kleist (1777-1811) and Franz Kafka (1883-1924) wrote some of the most puzzling and intriguing work in European literary history. From Kleist’s drama Penthesilea, which culminates in the consumption of the hero by the heroine (literally!), to Kafka’s “A Hunger Artist,” profiling a man who starves for a living, the texts in the course attempt to access the most profound—and at times bizarre—regions of the human mind. Works we will read include Kleist’s dramas Prince Friedrich of Homburg, Amphitryon, and Penthesilea, and his short stories Marquise of O “…, The Earthquake in Chile, “The Foundling,” “St Cecilia and the Power of Music,” and “The Betrothal in Santo Domingo.” By Kafka we will study “The Judgment,” “The Metamorphosis,” “A Hunger Artist,” “In the Penal Column,” “The Burrow,” “A Country Doctor,” and others. Literary readings will be supplemented by selected letters and essays by Kleist, and by excerpts from Kafka’s diary.

Readings and discussion in English.

Class Format: seminar

Requirements/Evaluation: intensive participation, four 2- to 3-page response papers, one 5- to 7-page paper, final project

Prerequisites: none

Enrollment Preferences: prospective Comparative Literature majors

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Gail Newman

GERM 277/COMP 277

Mannweib: Masculine Women in German Culture (W)

The German word “Mannweib” is a literal translation of the Greek androgenous” and is a derogatory term for a woman who acts in a masculine way. This course surveys the use of the term Mannweib in German culture with a particular focus on literary texts, operas, paintings, and films, all crafted at turning points in German history. Why does the Mannweib emerge at times of major political and historical upheavals? How does this atypical masculine woman contribute to the construction of a German national identity? These are some of the key questions this course seeks to address.

We will read the Nibelungenlied epic, poems by Freiligrath, plays by Lessing, Schiller, Goethe, Kleist, and Dürenmatt, as well as short stories by Stifter, watch operas by Wagner, and films by Sternberg and Tykwer. In all these materials featuring a Mannweib as main protagonist, we will look at the way masculine femininity is construed as unnatural and literally constructed to serve either a patriarchal or a patriotic purpose.

We will also examine the misogyny underlying the artistic creation of these masculine women, either enshrined as allegories of virtue or perceived as dangerous agents of socio-political change, and ultimately doomed to rejection from the moment these misfits step out of their assigned role. Conducted in German.

Class Format: seminar

Requirements/Evaluation: oral presentations and three 3- to 5-page papers written in German

Extra Info: may not be taken on a pass/fail basis

Prerequisites: GERM 200-level courses

Enrollment Preferences: German majors and concentrators

Enrollment Limit: 19

Expected Class Size: 12

Distributional Requirements: Division 1

Writing Intensive

Not Offered Academic Year 2017

SEM Instructor: Christoph Kone

GERM 304T(S) Rebels and Conformists: Postwar Germany from The Economic Miracle’ to the Fall of the Wall (W)

Crosslistings: GERM 304/WGSS 304

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country’s international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of young German generations led some to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by...

Class Format: tutorial
Requirements/Evaluation: alternating 4-page tutorial papers, and 2-page writing intensive.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: German 202 and permission of the instructor
Enrollment Preferences: German majors
Enrollment Limit: 10
Expected Class Size: 8
Materials/Lab Fee: books $80
Distributional Requirements: meets Division 2 requirement if registration is under WCSS
Distributional Requirements: Division 1
Writing Intensive

Spring 2017
TUT Section: T1 TBA Instructor: Helga Druexes

GERM 306T Enlightenment and its Discontents (W)
Crosslistings: GERM 306/COMP 314
"Sapere Aude," declared Immanuel Kant in his essay "What is Enlightenment?" (1784). "Have the courage to make use of your own capacity to reason." Kant's exhortation sums up the mood of the high Enlightenment, a trend in Western thought that gave birth to most of the ideas that we still hold dear: the primacy and universality of reason, the autonomy of the individual, the educative and restorative powers of the nuclear family. Today we are confronted daily with the tensions and gaps hidden inside Enlightenment thinking; in fact, the fissures in the edifice of the Enlightenment were subtly present from the beginning. This course will trace the development of Enlightenment assumptions through German literature and theory. Our reading will move through several stations of the development of Enlightenment thinking, from its most fervent proponents (Kant, Lessing), through those who put it to a severe test (Kleist, Hoffmann, Büchner), to the outright subversion of its premises (Nietzsche, Freud, Kafka). Readings and discussion in German for those who know German, in English for those who do not.

Class Format: tutorial
Requirements/Evaluation: 5-page papers or 2-page written commentaries every other week
Extra Info: may not be taken on a pass/fail basis
Prerequisites: for German students, GERM 201 or the equivalent; for non-German students, on permission of instructor
Enrollment Preferences: German and Comparative Literature students
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive

Not Offered Academic Year 2017
TUT Instructor: Gail Newman

GERM 316 "Wer ist wir?: Recent Debates over Multiculture in Germany (D) (W)
German chancellor Angela Merkel controversially claimed in 2010: "Multikulti ist gescheiteret." (Multiculturalism has failed in Germany). We look at how perceptions of Germany's past and present immigration have changed over time. In the 1960s, government labor contracts brought large numbers of foreign workers into the country and facilitated the "economic miracle." How did the newcomers adapt to life in Germany and what did they hold on to from their home cultures? How did subsequent generations experience life in Germany? What were the major political shifts that took place regarding citizenship and participation in the public sphere? How do popular media portray minorities? How do members of minority groups portray themselves? We will read texts by: Zafer Senocak, Hatice Akyün, Yoko Tawada, Marica Bodrozic, Navid Kermani, Wladimir Kaminer, view feature films and documentaries, and discuss a wide range of social commentary and analyses across the political spectrum from right wing populists to left liberals: Thilo Sarrazin, Kirsten Heisig, Astrid Geisler and Christoph Schultheis, Wilhelm Heitmeyer, Alexander Häusler, Freya Klier, Mark Terkessidis, Rita Süssmuth and others.

Class Format: seminar
Requirements/Evaluation: four 5-page papers in German
Extra Info: may not be taken on a pass/fail basis
Prerequisites: GERM 202 or permission of instructor
Enrollment Preferences: German majors, but open to all with appropriate language skills
Enrollment Limit: 19

Expected Class Size: 8
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives
Not Offered Academic Year 2017
SEM Instructor: Helga Druexes

GERM 317(F) The New Woman in Weimar Culture (W)
Crosslistings: GERM 317/WGSS 317
This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Praised as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and George Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Imgrund Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claude Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity, Taught in German.
Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students
Requirements/Evaluation: papers and oral presentations
Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course
Enrollment Limit: 19
Expected Class Size: 8
Distributional Requirements: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Writing Intensive

Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Christophe Kone

GERM 321 Lust, Liebe und Gewalt (W)
In the finale of Salome, an opera in German by Richard Strauss, a young Salome kisses the severed head of John the Baptist, while expressing her desire and declaring love to him. No other opera makes the violence of love and lust more explicit; it brings the interplay of Eros and Thanatos to a climax. In this course, we will reflect on the intimate relationship between love, lust, and violence, examining how love and lust do not exclude violence, but rather include—if not provoke—it. In order to gain a better understanding of the dynamics formed by this fascinating triangle, we will read a collection of short stories by Bernhard Schlink, plays by Arthur Schnitzler and Frank Wedekind, poems by Johann Wolfgang Goethe, look at paintings by Gustav Klimt and Oskar Kokoschka, watch movies by Josef von Sternberg and Rainer Werner Fassbinder, and listen to pop songs by Nina Hagen and Rammstein. Conducted in German.
Class Format: seminar
Requirements/Evaluation: 5-page papers every other week, 2-page critiques of the partner's papers in alternate weeks
Extra Info: may not be taken on a pass/fail basis
Prerequisites: GERM 201 or the equivalent
Enrollment Preferences: German majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive

Not Offered Academic Year 2017
SEM Instructor: Christophe Kone

GERM 323T Reason, Unreason and Anti-Reason from the Enlightenment to the Third Reich (W)
Crosslistings: GERM 323/COMP 323
From its inception in the eighteenth century, modern German art and thought have proved the nature of human reason. At every turn, the celebration of rationality and enlightenment has brought with it a resistance to the rational: Lessing's Enlightenment buries his counterpart in those of the Sturm und Drang movement; Kleist's preoccupation with reliable justice and predictable happiness can't hide an unblinking knowledge of life's randomness; Freud's search for ultimate knowledge is constantly shadowed by his own flaws in methods and 'theories' of the Nazi propagandists. Offered in English or German: Reading, discussion and writing will be in German for German-speakers, in English for non-German speakers. Class Format: seminar
Requirements/Evaluation: two seminar meetings with the entire group; five-page papers, five 2-page critiques of the partner's papers
Enrollment Limit:
Distributional Requirements:
Enrollment Preferences:
Literature course equivalent; for students taking the course in English: one college-level course
Prerequisites:
TUT  Instructor: Gail Newman
Writing Intensive

Extra Info: may not be taken on a pass/fail basis
Prerequisites: for students taking the tutorial in German: GER M 201 or the equivalent; for students taking the course in English: one college-level literature course
Enrollment Preferences: German or Comparative Literature majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
TUT  Instructor: Gail Newman

GERM 331T Silence, Loss and (Non)Memory in Twentieth-Century Austria (D) (W)
Crosslistings: GERM 331/COMP 347
Think of Austria and glittering Klimt paintings come to mind, or the majestic Alps of The Sound of Music, or perhaps a melody from Mozart or Strauss plays in the ear. And no wonder: tourism is one of the largest industries in Austria; the nation lives on being seen and heard. But a great deal is invisible and inaudible to the tourist in Austria. In this course we will explore the hidden core of Austrian culture from 1938 to the present. We'll begin with the tremendous intellectual ferment surrounding Sigmund Freud's elaboration of the unconscious at the turn of the century, from Hofmannsthal's paralysis of language through Schnitzler's streams of consciousness to Kafka's carefully crafted renderings of inner worlds. Then we will turn to an examination of the phenomenon of loss at the end of World War I: loss of empire, loss of relevance, loss of hierarchical certainty. Stefan Zweig documents this phenomenon timelessly. The second half of the course will focus on the driver of Austrian identity from 1938 on, the so-called Anschluss (annexation) by the Nazis, and the (non)memory of the horrors that ensued. We will probe the idiosyncratic mixture of trauma and guilt that characterizes Austria today through the work of contemporary authors and filmmakers, focusing on three: Elisabeth Reichart, whose fiction sensitively but relentlessly uncovers secrets that have become part of the fabric of forgetting in the Austrian psyche; Marcus Carney, born to an Austrian mother and an American father, who unblinkingly documents his mother's and grandmother's attempts (or non-attempts) to come to terms with their family's 'Naz past, not looking away from his own complex relationship to all involved; and finally, Gerhard Roth, the author of the seven-text series The Archives of Silence, a monumental collection of photos, essays and novels demonstrating the fact, as Roth conveyed to me in an interview, that "we all are just as blind and deaf to the whole picture as the blind and deaf are to the usual communications of our society." Psychoanalytic theory from Freud to recent discussions of the transgenerational transmission of trauma and perpetrator guilt will provide a conceptual framework for the literary works.

Class Format: tutorial
Requirements/Evaluation: five 5-page papers, one revision, discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: for those taking it in German: GER M 202 or the equivalent, for those taking it in English: one college-level literature course
Enrollment Preferences: German students, Comparative Literature majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive

Not Offered Academic Year 2017
TUT  Instructor: Gail Newman

GERM 493(F) Senior Thesis: German
German senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements:
Division 1

Fall 2016
HON Section: 01  TBA  Instructor: Julie Cassiday

GERM 494(S) Senior Thesis: German
German senior thesis.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements:
Division 1

Spring 2017
SEM Section: 01  MWF 09:00 AM 09:50 AM  Instructor: Christina Mandt

GLOBAL STUDIES (DIV II)
Chair: Professor GEORGE CRANE

An informed engagement with the world is an indispensable part of the liberal education that is the goal of the Williams experience. The Global Studies Program enables students to achieve this goal through a cross-disciplinary and comparative curriculum. The program offers multiple tracks, on a region of the world or theme, around which students construct their global studies concentration.

**REQUIREMENTS**

To complete the concentration, students must take a section of Global Studies 101; fulfill the requirements of a track; complete a senior exercise; and attend the weekly Global Studies colloquium.

**Global Studies 101**

All students wishing to pursue the concentration should take a section of Global Studies 101 early in their careers. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of cross-disciplinary and comparative perspectives. On occasion, students may petition to substitute a course equivalent in scope to Global Studies 101 to meet this requirement.

**TRACKS**

After taking Global Studies 101, students are asked to select a track that will structure their global studies curriculum. There are two types of track. The first focuses on a particular region of the world or a contact zone where multiple communities encounter one another. The second type is organized thematically and permits students to explore a cultural, political, economic or technological issue globally and comparatively. Each track is administered by faculty teaching in that track in consultation with the advisory committee. At present the program consists of the following tracks:

- **Area Tracks**
  - African Studies
  - East Asian Studies
  - Latin American Studies
  - Middle Eastern Studies
  - Russian and Eurasian Studies
  - South and Southeast Asian Studies

- **Thematic Tracks**
  - Borders, Exile and Diaspora Studies
  - Economic Development Studies
  - Urbanizing World

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines, take a comparative course (i.e. a course that might not cover material directly dealing with the track, but would enrich a student’s engagement through comparative inquiry), and address their track in their senior exercise. Faculty in each track may set an additional requirement of a level of language competency for its concentrators. Students may petition to disqualify courses completed on approved study away programs to fulfill elective requirements. Students may not count a course toward more than one requirement in the track.

- **Senior Exercise**
  - All concentrators must complete a senior exercise. The senior exercise will be a substantial piece of writing (20-25 pages) that draws together concentrators’ disciplinary skills and their expertise in their track. It might be work done in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the Global Studies program. Concentrators will present their final senior exercise in class or in the Global Studies Colloquium.

- **Global Studies Colloquium**
  - Concentrators are required to attend fifteen (15) sessions of the Global Studies colloquia in their senior year, and are urged to do so throughout their careers at Williams. The colloquium meets weekly, on Tuesdays between 2:45 to 3:45 pm, and is designed to feature faculty, students, CDE fellows and outside speakers addressing issues of interest to Global Studies concentrators and faculty.

**HONORS**

A candidate for honors in Global Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete their project in a semester (and Winter Study). An honors candidate will prepare a forty-page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in Global Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

**STUDY AWAY, RESEARCH AND INTERNSHIPS**

Although not a requirement, study away, research and or relevant internships are an essential component of Global Studies. Where relevant to the curriculum plan of concentrators, the program Chair, in coordination with the Study Away Advisor and the Career Center, will advise students on opportunities in these areas.

You can find general study away guidelines for Global Studies [here](#).

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

**AREA TRACKS**

**African Studies**

- AFR 200 Introduction to Africana Studies
- AFR 324/ANTH 314/ARAB 324/COMP 324 Contemporary Art of the African Diaspora
- ARTH 259/AFR 259/ARAB 259 Bilad al Sudan and Beyond: Arts of the Afro Islamic World
- ARTH 419/AFR 419/ENVI 419 Going to Ground: Considering Earth in the Arts of Africa
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- DANC 201/MUS 212/ARF 201 African Dance and Percussion
- DANC 202/MUS 213/AFR 202 African Dance and Percussion
- ECON 204/ENVI 234 Economics of Developing Countries
- ECON 225T Global Financial Crisis and African Economic Development
- GBST 252 Pillars of Apartheid: Race and Ethnicity in South Africa
- GBST 368 The Demise of the Apartheid System
- HIST 104/AFR 104 Travel Narratives African History
- HIST 203/AFR 203 Modern African History
- HIST 303/REL 303/AFR 303/ARAB 303/GBST 303 A History of Islam in Africa
- HIST 304/AFR 304 South Africa and Apartheid
- HIST 307/AFR 313/ENVI 306 A History of an African City
- HIST 308/WGSS 308/AFR 308 Gender and Society in Modern Africa
- HIST 402 History of Family in Africa
- HIST 483/AFR 483/GBST 483 Freedom in Africa
- MUS 120/AFR 113 Musics of Africa
- MUS 222/AFR 223 Politics of Performance/Performing Politics in Contemporary Africa
- PSCI 243/AFR 256 Politics of Africa
- PSCI 249/ENVI 249 From Beetroot to Zero Grazing: Comparative Responses to AIDS in Africa
- RLFR 201/AFR 201 Introduction to Francophone Studies
- RLFR 309 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War

**East Asian Studies**

- ARTH 103/ASST 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
- ARTH 270/JAPN 270 Japanese Art and Culture
- ARTH 274/ASST 274/ARTS 274 Chinese Calligraphy: Theory and Practice
- CHIN 219 Popular Culture in Modern China
- CHIN 223/ANTH 223 Ethnic Minorities in China: Past and Present
- COMP 255/JAPN 255 Love and Death in Modern Japanese Literature
- COMP 266/JAPN 266 Confession and Deception in Japanese Literature
- HIST 115/ASST 115 The World of the Mongol Empire
- HIST 119 The Japanese Empire
- HIST 121/ASST 121 The Two Koreas
- HIST 212/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE - 1600
- HIST 213/ASST 213 Modern China, 1600 Present
- HIST 217/JAPN 217/ASST 217 Early Modern Japan
- HIST 218/JAPN 218/ASST 218 Modern Japan
- HIST 319/WGSS 319/ASST 319 Gender and the Family in Chinese History
- HIST 321/JAPN 321/HIST 321 Modern China
- JAPN 260/COMP 262 Japanese Theatre and its Contemporary Context
- JAPN 276/COMP 276 Premodern Japanese Literature and Performance
- MUSC 126/Dances of Asia
- PSCI 247 Political Power in Contemporary China
- PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
- PSCI 354/ASST 354/HIST 318 Nationalism in East Asia
- REL 250/ASST 250 Schollar, Saints and Immortals: Virtue Ethics in East Asia
- REL 251/ASST 251 Zen Buddhism: History and Historiography
- REL 256/WGSS 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism

**Latin American Studies**

- AFR 248/HIST 248 The Caribbean: From Slavery to Independence
- ANTH 211/GBST 211 Black, Indian, and Other in Brazil
- HIST 242 Latin America from Conquest to Independence
- HIST 243 Modern Latin America, 1822 to the Present
- HIST 245/AFR 346 History of Modern Brazil
- HIST 347 Democracy and Dictatorship in Latin America
- MUSC 126 Cuban Popular Music and Culture
- PSCI 266 The United States and Latin America
- PSCI 346 Race in Latin America and Politics
- PSCI 349 Cuba and the United States
- PSCI 351 The New Left and Neoliberalism in Latin America
- RLSP 203 From Modernismo to El Boom de la Novel
- RLSP 204 Icons and Imaginaries: Culture and Politics in Latin America
- RLSP 205/COMP 205 The Latin American Novel in Translation

The program is supported by the Study Away and the Career Center.
THEMATIC TRACKS

Russian and Eurasian Studies

ARAB 223/COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies

ARAB 228/COMP 228 Modern Arabic Literature in Translation

ARAB 233/COMP 233 Introduction to Classical Arabic Literature

ARAB 251/COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics

ARAB 252/COMP 252/WGSS 251/HIST 309 Arab Women Memoirs: Writing Feminist History

ARAB 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora

LATS 278 The Golden Road to Samarqand

HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East

HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L The Modern Middle East

HIST 210/ANTH 210/ARAB 210/REI 240 The Challenge of ISIS

HIST 212/ASST 212 Transforming the "Middle Kingdom": China, 2000 BCE 1600

HIST 310/ARAB 310 Iran and Iraq

HIST 311/ARAB 311 The United States and the Middle East

HIST 409/ARAB 409/GBST 409 Crescent, Cross, and Star: Religion and Politics in the Middle East

HIST 480/ARAB 480 The Israeli Palestinian Conflict

PSCI 268 Israeli Politics

REL 231/HIST 209 The Origins of Islam: God, Empire, and Apocalypse

Russian and Eurasian Studies

HIST 240 Muscovy and the Russian Empire

HIST 241/EAD 241 The Rise and Fall of the Soviet Union


RUSS 203/COMP 203 Nineteenth Century Russian Literature in Translation

RUSS 204/COMP 204 From Revolution to Perestroika

RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History

RUSS 213/GBST 213/ENGL 213 From Putin to Pussy Riot: Discourses of Post-Soviet Gender

RUSS 220/GBST 220/COMP 220 World War II in Russian Culture

RUSS 305/COMP 305 Dostoevsky and His Age

RUSS 306/COMP 306 Tolstoy and His Age

RUSS 343/JWST 343/ENGL 343/COMP 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel

South and Southeast Asia Studies

ANTH 233/ASST 233/REL 233 Spiritual Crossroads: Religious Life in Southeast Asia

ANTH 272/WGSS 272 Sex and the Reproduction of Society

ECON 240 Colonialism and Underdevelopment in South Asia

HIST 117/ASST 117/GBST 117 Bombay/Mumbai: Making of a Modern Metropolis

HIST 220/ASST 222 History and Society in India and South Asia: c. 2000 to 1700s CE

HIST 221/ASST 221/GBST 221 The Making of Modern South Asia: 1750-1950 CE

HIST 388 Decolonization and the Cold War

HIST 391/ASST 391/GBST 391 When India was the World: Trade, Travel and History in the Indian Ocean

HIST 415/ASST 415/COMP 415 Gods and Kings: Historical Narratives from India

HIST 488/ENGL 488T Gandhi: Nationalism, Philosophy and Legacy

REL 245/ASST 245 Tibetan Civilization

REL 246/ANTH 246/WGSS 246/ASST 246 India's Identities: Religion, Caste, and Gender

REL 248/ASST 248/ANTH 248/WGSS 248/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation

THEMATIC TRACKS

Borders, Exile and Diaspora Studies

AFR 270 Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online

AFR 324/COMP 324/ANTH 314/ARAB 324/COMP 324 Contemporary Art of the African Diaspora

ARAB 223/COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies

ARAB 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora

COMP 242/ENGL 250/AMST 242 Americans Abroad

COMP 253/ARAB 253 Narratives of Placement and "Dis placement" from the Global South

COMP 346/ARAB 346 Questioning the Cultural Self in Literature

COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile

GERM 316 "Wer ist wir?" Recent Debates over Multiculture in Germany

HIST 380 Comparative American Immigration History

HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present

LATS 303/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video

LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality

LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households

LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making

LATS 409/AMST 411/WGSS 409 Transnationalism and Difference: Comparative Perspectives

LATS 471/HIST 471 Comparative Latina/o Migrations

PSCI 225 International Security

RLFR 203/AFR 204 Introduction to Francophone Studies

RLFR 232/AFR 232 Love, Sex, Madness in Afro-diasporic Women's Writings

Economic Development Studies

ECON 204/ENVI 234 Economics of Developing Countries

ECON 215/GBST 215 International Trade, Globalization and its Effects

ECON 221/GBST 221 Global History

ECON 225 Global Financial Crisis and African Economic Development

ECON 235 Urban Centers and Urban Systems

ECON 360 International Monetary Economics

ECON 362 Global Competitiveness Strategies

ECON 467/ECON 531 Development Successes

ECON 501 Development Economics I

ECON 504 Public Economics

ECON 505 Developing Country Macroeconomics

ECON 510/ECON 352 Finance and Development and Regulation

ECON 511 Institutions and Governance

ECON 515/ECON 359 Developing Country Macroeconomics II

ECON 516/ECON 366 International Trade and Development

ECON 535 International Financial Institutions

POEC 401 Contemporary Problems in Political Economy

PSCI 229 Global Political Economy

PSCI 341 Modern Middle Eastern Resource Abundance and Development

REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment

WGSS 211/ECON 211 Gender in the Global Economy

Urbanizing World

ANTH 216/GBST 216T Urbanism in the Ancient World

COMP 243/WGSS 252 Modern Women Writers and the City

ECON 235 Urban Centers and Urban Systems

ECON 383 Cities, Regions and the Economy

ECON 388/ECON 517/ENVI 388 Urbanization and Development

ENV 101 Nature and Society: An Introduction to Environmental Studies

GERM 202/AMST 202/GSAS 202 Berlin 1900-2000 and Beyond

HIST 136 Before the Deluge: Paris and Berlin in the Interwar Years

HIST 307/AFR 313/ENVI 306 A History of an African City

LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City

LATS 312/AMST 312/ENVI 313/GBST 312 Cleveland City

RLFR 316/WGSS 315 Paris on Fire: Incendiary Voices from the City of Light (1830-2005)

SOC 216 The City

SOC 315 Culture, Consumption and Modernity

GBST 101(F) The Modern Middle East (D)

Crosslistings: HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam

Extra info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Preferences: completion of course admission survey if oversubscribed

Enrollment Limit: 40

Expected Class Size: 30-40

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: ARAB Arabic Studies Electives

GBST Middle Eastern Studies Electives

HIST Group Electives - Middle East

JWST Elective Courses

Fall 2016

LEC Section: 01 MR 01.10 PM 02.25 PM Instructor: Magnus Bernhardsson

GBST 101(S) America and the World

Crosslistings: PSCI 120/LEAD 120/GBST 101

302
This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture

Requirements/Evaluation: papers, participation, and exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: first-years and sophomores

Enrollment Limit: 35

Expected Class Size: 30

Distributional Requirements: Division 2

Other Attributes: PSCI International Relations Courses

Spring 2017

LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Galen Jackson

GBST 117 Bombay/Mumbai: Making of a Modern Metropolis (W)

Crosslistings: HIST 117/ASST 117/GBST 117

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo.

What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?

This seminar will help students to answer these questions through historical materials on Bombay as well as a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.

The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings; 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing

Enrollment Preferences: first-year students, then sophomores

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: GBST South + Southeast Asia Studies Electives

HIST Group B Electives - Asia

Not Offered Academic Year 2017

SEM Instructor: Aparna Kapadia

GBST 141 Bandits and Warlords

Crosslistings: PSCI 141/GBST 141/LEAD 141

A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits at large, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.

Class Format: lecture

Requirements/Evaluation: class participation, five short papers and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open only to first-years and sophomores

Enrollment Preferences: first-years

Enrollment Limit: 50

Expected Class Size: 40

Distributional Requirements:
GBST 213 From Putin to Pussy Riot: Discourses of Post-Soviet Gender (D)
Crosslistings: RUSS 213/GBST 213/WGSS 214/COMP 257
Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed tosples while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin’s regime by performing in day-glo balaclavas in Russia’s largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press’s fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how Soviet media spectacles in the attempt to understand the Western press’s fixation on Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how masculinity, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West.
This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse. All readings will be in English.
Class Format: seminar
Requirements/Evaluation: active participation in class discussions, response papers based on assignments for class, 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS
Distributional Requirements:
Division 1
Exploring Diversity
Other Attributes:
GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2017
SEM Instructor: Julie Cassiday

GBST 214 Contemporary Russian Culture and Politics
Crosslistings: RUSS 214/GBST 214/COM520/PSCI 294
This course explores contemporary Russian society and politics through an analysis of literary works and films of post-Soviet Russia. We will study the social and political settings of particular plots and opportunities not only in fiction but in the real lives of Russians. In addition to novels and short stories by some of the best contemporary Russian authors, we will read scholarly materials explaining the historical and political trends characteristic of Russia’s post-socialist transformation under Boris Yeltsin and Vladimir Putin’s leadership. All course readings will be in English. Knowledge of Russian is not required.
Class Format: lecture
Requirements/Evaluation: short response essays; final exam; class participation
Prerequisites: none
Enrollment Preferences: students majoring in Russian, Global Studies, Political Science, History
Enrollment Limit: none
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under GBST or PSCI
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
LEC Instructor: Baktygul Aliev

GBST 216T(S) Urbanism in the Ancient World (D) (W)
Crosslistings: ANTH 216/GBST 216
This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq, Teotihuacan, Mexico, and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation has bound human roots at the beginning of the first civilizations in Eurasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?
This course fulfills the Exploring Diversity Initiative through a comparative study of urban cultures and societies across the world in premodern times, and by theorizing how power and privilege inequalities were manifested and dealt with in these ancient cities.
Class Format: tutorial
Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: sophomores; or majors in Anthropology or Sociology
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

Other Attributes:
GBST Urbanizing World Electives

Spring 2017
TUT Section: T1 Instructor: Antonia Foias

GBST 220(S) World War II in Russian Culture
Crosslistings: RUSS 220/COMP 285/GBST 220
This course examines how Russian literature and film have depicted World War II since the war period to the present. The enormous impact of the war on the Russian and Soviet population through loss of life and trauma has been definitive for Russian national identity. As living memory of the war’s survivors recedes with their passing, literature and film continue to shape the collective memory of the war for subsequent generations. We will study the complex and varied experiences of the war on the frontlines and in the country’s interior; by men, women, and children; by Russians and by people of other ethnicities of the USSR. In assessing the narratives and images of the war in journalism, novels, and film, we will identify their formal achievements within the particular parameters of a given medium or genre. We will also consider the political and ideological dimensions of the war’s significance in the USSR and in post-Soviet Russia. The course explores the renewed and contested legacy of the war not only in the evolving genres of fiction and film, but also in recent public celebrations of Russia’s victory in the war.
Class Format: seminar
Requirements/Evaluation: active class participation, research paper, final exam
Prerequisites: none
Enrollment Preferences: RUSS and COMP majors
Enrollment Limit: 18
Expected Class Size: 10-15
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST
Distributional Requirements:
Division 1
Other Attributes:
GBST Russian + Eurasian Studies Electives

Spring 2017
SEM Section: 01 Instructor: Baktygul Aliev

GBST 221 The Making of Modern South Asia: 1750-1950 CE
Crosslistings: HIST 221/ASST 221/GBST 221
This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.
One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.
Class Format: lecture/discussion
Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-25
Distributional Requirements:
Division 2

Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia

GBST 222 European Union Politics
European Union Politics focuses on the origins and developments of the European Union (EU). Based on its 28 member states of democratically elected governments, the EU may represent a normative power in European and international politics, but also a more or less coherent foreign policy actor in the areas of democracy, development, humanitarian assistance, security and trade. The EU is rooted in the ashes of the Second World War with the overall purpose to maintain peace and order in Europe. Since then, the EU has widening number of member states, including former post-communist Europe, and deepened to include numerous of policy-areas beyond security. Today, the EU is a unique regional integration project; a hybrid of intergovernmentalism and supranationalism, with capability to coordinate interests and politics of the member states, but also promoting ‘European’ interests and values abound. This course is designed to introduce you to the (a) historical developments of the EU, (b) the EU institutions and decision-making procedures, (c) the EU policy areas and the interests and influences of the EU member-states and (d) the role of the EU in international politics.

Class Format: lecture
Requirements/Evaluation: map quiz, three papers, group presentation, and final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Global Studies concentrators, then PSCI majors
Expected Class Size: 20
Distributional Requirements: Division 2

Not Offered Academic Year 2017
LEC Instructor: Charlotte Silander

GBST 230(F) Who was Muhammad? (D)
Crosslistings: REL 230/ARAB 230/GBST 230
Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outsiders sparked by controversial cartoons depicting Muhammad have made clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the ‘facts’ of his life, we will think about the ways in which historical context, political interests, and shifting conceptions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslims biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad’s life, we will think about the many ways in which Muhammad’s life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad’s polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.
Class Format: seminar
Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam
Prerequisites: none
Enrollment Preferences: Religion majors
Enrollment Limit: none
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Exploring Diversity
Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Saadia Yacoob

GBST 247(F) Altering States: Postsoviet Paradoxes of Identity and Difference (W)
Crosslistings: SOC 248/GBST 247/RUSS 248
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do we account for the differences impacting different societies, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Ukraine and Poland. This course fulfills the EDI requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.
Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week; comments on the partner’s paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Fall 2016
TUT Section: T1 TBA Instructor: Olga Shevchenko

GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation (W)
Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—India, Sri Lanka, and Bangladesh—and Hinduism, Buddhism, and Islam—as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern interpretive practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.
Class Format: seminar
Requirements/Evaluation: the course has weekly writing, more than 20 pages total, and there is student-faculty busy work every weekend including a week dedicated to a one-one writing feedback session between student and instructor
Prerequisites: none
Enrollment Preferences: majors in Religion, Women’s, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses

GBST 249 From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa
Crosslistings: PSCI 249/GBST 249
As AIDS in African countries grew from a few cases in the mid-1980s to more generalized levels by the mid-1990s, government policy varied widely. Consider that while Kenyan medical officials denied the existence of AIDS (insisting that the four deaths reported in the press were due to skin cancer), in Senegal, President Diouf openly acknowledged AIDS and launched a national prevention and control program. South African President Mbeki and his health minister questioned whether HIV causes AIDS and suggested a garlic, beetroot, and lemon concoction as treatment, while in Uganda, President Yoweri Museveni developed a successful home-grown ‘Zero Grazing’ campaign. Why did some African governments respond early and aggressively to AIDS, while others did essentially the opposite? What has worked and what hasn’t in the fight against AIDS in African countries? Has political liberalization improved the responsiveness of African governments to AIDS? In this course we aim to better understand how politics and social factors shaped African countries’ responses to AIDS.
Class Format: lecture
Requirements/Evaluation: active participation in class discussions, 4 short papers (4-5 pages), and a final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INTR150, PHLH150)
Enrollment Preferences: Political Science majors, Public Health concentrators, and Anthropological Studies concentrators, in that order
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives
PHLH Decision-Making by Institutions + Individuals

GBST 252(F) Pillars of Apartheid—Race and Ethnicity in South Africa
Crosslistings: GBST 252/PSCI 252

A fundamental liberal tenet is that a person is, first and foremost, an individual and everything else about a person follows from that. In contrast, for South Africa's apartheid ideology, a person was primarily a member of a group (racial or ethnic) and this fact alone, defined a person's status in society. As a result, South Africa under apartheid was characterized by a four-fold classification of citizens based on race and ethnicity. In the first place, there was a broad division between blacks and whites. In addition, blacks were further subdivided into a hierarchical structure of colourheads (mixed race), Asians (largely of Indian origins) and Africans (indigenous blacks). This hierarchy defined one's political and economic status. Blacks were further subdivided into nine "tribal" groups. There was political and economic advantage in a descending order, to each group of whites, coloureds, Indians and Africans. This course explores this fundamental principle and its theoretical and practical implications for the South African society. It begins with an analysis of conceptions of race and ethnicity according to various actors in the country. The main thrust of the course is two-fold, namely, the practical application of this principle in the country's political, social and economic policies as well as the response of the oppressed through their liberation movements.

Class Format: lecture
Requirements/Evaluation: four short papers and a final exam
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2

Other Attributes:
GBST African Studies Electives

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Vincent Maghaj

GBST 303(F) A History of Islam in Africa (D)

Crosslistings: HIST 303/REL 303/AFR 303/ARAB 303/GBST 303

This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester, students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time. This EDI course will explore the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Class Format: seminar
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: lottery
Enrollment Limit: 25
Expected Class Size: 25
Distributional Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2

Exploiting Diversity
Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa

Fall 2016
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Kenda Mutongi

GBST 315(S) Globalization

Crosslistings: ECON 315/GBST 315

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

Class Format: lecture/discussion
Requirements/Evaluation: problem sets, a midterm, and a final exam
Prerequisites: ECON 110
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2

Other Attributes:
FMST Core Courses

Spring 2017
SEM Section: 01 T 01:10 PM 03:50 PM Instructor: Kelly Josephs

GBST 340(S) African Diaspora Religions in the Americas and the Caribbean

Crosslistings: AFR 340/GBST 340/REL 340

Over the last century, historians, social scientists, and religionists have labored to discover the meaning of African dispersal beyond the African continent and its accompanying spiritual lineages. What did it mean to move from the African continent (as opposed to the Australian continent, for example)? What theories of encounter sufficiently adjudicate the synthetic religious cultures of African descended peoples in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western Hemisphere? First, this brief introductory course will emphasize African Religious Studies. This background will inform the second and primary objective of the course: privileging knowledge, place, and performance as central lenses for thematizing and exploring West and Central African religious traditions housed in the Americas. We will cover diverse African diaspora religious traditions including Conjure, Dagara, Kumina, New Orleans Voodoo, Spiritual Baptist, Winti, and Yoruba (Candomblé, Ifa, Lucumí, and "Orisha-
Vodu*). We will also explore other African diasporic religious sensibilities that transgress regional and institutional boundaries.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, discussion leadership, two scholarly journal entries, and a final seminar paper of 18-20 pages (which will require working in stages on a proposal, an 8-page draft, and a 15-page draft)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** Africana Studies concentrators

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

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**GBST 341(S) Caste, Race, Hierarchy (D)**

**Crosslistings:** ANTH 341/AFR 341/ASST 341

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the categories of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project, examining "caste" in one's own community. In its engagement with hierarchy in our various communities, and in its critical theorization of the commensurability (or not) of distinctive systems of inequality, the course fulfills the ED requirement.

**Class Format:** seminar

**Requirements/Evaluation:** weekly postings of 1-page critical response papers and research paper or ethnographic final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** seniors, juniors, majors in ANSO, AFR, or ASST

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

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**GBST 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D)**

**Crosslistings:** RUS 343/COMP 343/JWST 343/GBST 343

Known alternatively as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Gue de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition in the core of his writing and as an EID offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non-party author—an outsider, insider, and problematic hybrid rolled into one—whom he highly unsettled, and unsettling, 1920s and 1930s. All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, frequent short writing assignments, a final project, and an oral presentation

**Prerequisites:** none

**Enrollment Preferences:** Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Distribution Notes:** meets Division 1 requirement if registration is under RUS or COMP; meets Division 2 requirement if registration is under JWST or GBST

**Distributional Requirements:**

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**GBST 368(S) Miracle?: The Demise of the Apartheid System**

**Crosslistings:** GBST 368

In February 1990, the last apartheid President, F W de Klerk, in a major policy speech in Parliament, announced changes to the apartheid system. Until then, South Africa was locally and globally known for its racist, repressive and authoritarian political system. Four years later, the former white minority system was replaced by a democratic system in which, for the first time, the black majority could participate in a free and fair elections and enjoy rights taken for granted in many democracies. The end of apartheid and the emergency of universal franchise has been described by some commentators as a "South African miracle". This historical process was significant for three reasons. Firstly, it was remarkable that 18 parties, all largely erstwhile enemies with very little in common, agreed to meet and map out the future of the country jointly. Secondly, it is noteworthy that they even agreed on a common agenda. Finally, that an agreement was ultimately reached, leading to elections and the adoption of a national constitution, was in itself, short of remarkable. Was this development a miracle? What explains this atypical and very rare transfer of power from a highly privileged minority to the majority by mutual agreement? This course explores a complex range of international, regional and domestic factors that contributed to this land-mark negotiation process. What were the strengths and vulnerabilities of the various parties? The course concludes with the analysis of the conduct of the negotiators and the agreement reached.

**Class Format:** seminar

**Requirements/Evaluation:** research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** GBST 252 Pillars of Apartheid

**Enrollment Preferences:** students who have taken GBST 252 Pillars of Apartheid

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

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**GBST 391 When India was the World: Trade, Travel and History in the Indian Ocean (D)**

**Crosslistings:** HIST 391/ASST 391/GBST 391

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 13th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage, piracy; the culture of port cities; and food across time.

**Class Format:** seminar

**Requirements/Evaluation:** assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

**Prerequisites:** none; open to all

**Enrollment Preferences:** none

**Enrollment Limit:** 25

**Expected Class Size:** 15-20

**Distributional Requirements:** Division 2

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**GBST 397F Independent Study: International Studies International Human Rights Seminar**

**Class Format:** independent study

**Distributional Requirements:**

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GBST 398(S) Independent Study: International Studies
International Studies independent study.

Class Format: independent study

Distributional Requirements:
Division 2

Spring 2017

IND Section: 01   TBA   Instructor: Ngonidzashe Munemo

GBST 402(S) A History of Family in Africa (D) (W)
Crosslistings: HIST 402/AFR 402/GBST 402/WGSS 400

The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

Class Format: seminar

Requirements/Evaluation: seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: History majors

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements:
Division 2

Exploring Diversity

Writing Intensive

Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa

Spring 2017

SEM Section: 01   W 01:10 PM 03:50 PM   Instructor: Kenda Mutongi

GBST 409 Crescent, Cross, and Stars. Religion and Politics in the Middle East (D) (W)
Crosslistings: HIST 409/ARAB 409/GBST 409

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

Class Format: seminar

Requirements/Evaluation: class participation and a 25-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; preference will be given to History, Jewish Studies and Arab Studies Majors and to those who have taken History 207

Enrollment Preferences: History majors

Enrollment Limit: 19

Expected Class Size: 12

Distributional Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements:
Division 2

Exploring Diversity

Writing Intensive

Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
JWST Elective Courses

GBST 420(F) Architecture and Sustainability in a Global World (W)
Crosslistings: ARTH 420/ENVI 420/GBST 420/EXPR 420

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Class Format: seminar

Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, and final project/paper (15-20 pages) and presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, although a course in art/architectural history would be advantageous

Enrollment Preferences: Art History majors, Environmental Studies majors

Enrollment Limit: 19

Expected Class Size: 19

Materials/Lab Fee: $100

Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Distributional Requirements:
Division 1

Writing Intensive

Fall 2016

SEM Section: 01   M 01:10 PM 03:50 PM   Instructor: Michelle Apatossos

GBST 483T Freedom in Africa (W)
Crosslistings: HIST 483/AFR 483/GBST 483

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in the African intellectual project: the meaning of Africa and of being African.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write & present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of their partner's work each week

Requirements/Evaluation: evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Enrollment Preferences: History majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
AMST Critical and Cultural Theory Electives
GBST African Studies Electives
HIST Group A Electives - Africa
HIST Group F Electives - U.S. + Canada
JLST Theories of Justice/Law

Not Offered Academic Year 2017

TUT   Instructor: Kenda Mutongi

GBST 488 Gandhi: Nationalism, Philosophy, and Legacy (D) (W)
Crosslistings: HIST 488/ASST 488/GBST 488

This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violence and its application in India’s freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the ‘father of the Indian nation’, however, Gandhi is not only known for his political ideas but also for his deep engagement with the aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of ‘Mahatma’ or Great Soul in India.

The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy and on his legacy in modern India. The materials will include a combination of Gandhi’s own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhiian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi’s engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: every other week each student will write and present orally a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will write and present a 2-page critique of their partners' work; also a final 10-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: History majors

Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
  - Division 2
  - Division 3
  - Writing Intensive
Other Attributes:
  - GBST South + Southeast Asia Studies Electives
  - HIST Group B Electives - Asia
GBST 491(F) Senior Honors Project: International Studies
International Studies senior honors project.
Class Format: Independent study
Requirements/Evaluation: Not to be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Fall 2016
  - HON Section: 01
  - Instructor: Ngonidzashe Munemo
GBST 492(S) Senior Honors Project: International Studies
International Studies senior honors project.
Class Format: Independent study
Extra Info: Not to be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2
Spring 2017
  - HON Section: 01
  - Instructor: Ngonidzashe Munemo
HISTORY (DIV II)
  - Chair: Professor THOMAS KOHUT
Research Associates: W. GUNDERSHEIMER, P. STARENKO.
GENERAL STATEMENT OF GOALS
The History Department seeks to cultivate a critical understanding and awareness of the past and the development of our students’ intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students’ ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the diversity of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

COURSE NUMBERS
The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.
First-Year Seminars and Tutorials (102-199): These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of history, they are ideal for students contemplating a major in History.
Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores. Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student’s work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.
Because first-year seminars and tutorials serve as an introduction to the study of history, only one course of each type may count toward the History major; these courses can also be used to meet the department’s group and concentration requirements.
Introductory Survey Courses (202-299): These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.
Major Seminars (301): Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use them, and on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.
Advanced Electives (302-396): These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.
Advanced Seminars (402-479): These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.
Advanced Tutorials (480-492): These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student’s essays are central to tutorials.
Within each of these levels, courses are further divided by geographical area:
Africa: 102-111, 202-211, 302-311, 402-411
Asia: 112-121, 212-221, 312-321, 412-421
Europe and Russia: 122-141, 222-241, 322-341, 422-441
Latin America and the Caribbean: 142-151, 242-251, 342-351, 442-451
United States: 152-191, 252-291, 352-387, 452-471
Transnational/Comparative: 192-199, 292-299, 398-396, 472-479
ADVISING
Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.
All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of the fall semester to develop their Course of Study plan (below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior thesis program or graduate school should contact the faculty director of the Thesis Program. Prospective study abroad students should contact the department’s administrative assistant.

THE MAJOR
The major consists of at least nine semester courses as follows:
- Required Courses in the Major
  - One Major Seminar (History 301)
  - At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)
Elective Courses
Seven (or more) additional semester courses in History, at least one to be chosen from among three of the following groups:
Group A: The History of Africa
Group B: The History of Asia
Group C: The History of Europe and Russia
Group D: The History of Latin America and the Caribbean
Group E: The History of the Middle East
Group F: The History of the United States and Canada
Group G: Global History
In addition, students must take at least one course dealing with the premodern period (designated Group P in the catalog); this may be one of the courses used to fulfill the group requirement (Groups A-G).
A single course can meet the requirement for no more than one of Groups A through G.

CONCENTRATION IN THE MAJOR
All students are required to adopt a concentration within the History major. Students are responsible for designing their own concentration, in consultation with a faculty advisor, in the fall semester of their junior year. Each student’s concentration will be formally approved by the Department’s Curriculum Committee. A concentration will consist of at least three courses linked by common themes, geography, or time period; only one of those courses can be
particular topics may be deemed unfeasible. Final admission to the thesis proposal must be signed by a member of the department about a thesis topic and secures the faculty member with whom the student has worked in the past. The student therefore consults with a member of the department on a thesis topic and secures the faculty member’s agreement to act as his or her thesis advisor, normally a faculty member whom the student has completed. Students should be aware that, while the responsibility of the student to secure the agreement of a member of the Department at this time. Students who will be away during the spring semester are defined as maintaining at least a B+ average in courses taken for the major.

THE DEGREE WITH HONORS IN HISTORY

Application to enter the thesis program is made by spring registration in the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining an average of at least a 3.5+ and have completed two-thirds of the major. Students who intend to write a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the geographical, as well as the approval of departmental credit for the thesis program.

Final admission to the thesis program depends on the department’s assessment of the qualifications of the student and the feasibility of the project. Once the student has been notified of admission to the thesis program, he or she registers for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 70-100 pages, students attend special presentations under the History Department’s Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their directors. Throughout the semester, thesis writers also present progress reports to the seminar (History 493). Performance in the seminar is considered in determining students’ continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to the thesis seminar and the director of the thesis seminar by the end of the fall semester. During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students are deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with a draft chapter of their thesis present their proposal to the thesis seminar and members of the department’s thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of his or her thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by a general discussion of the thesis by students and other members of the department.

LANGUAGE

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

STUDY ABROAD

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. Students, when taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials). Students interested in studying abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department’s administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program. You can find general study away guidelines for History here.

HIST 104 Travel Narratives and African History (W) Crosslistings: HIST 104/AFR 104

In a way, all historical thinking and writing deals with travel accounts given that, as many scholars have noted, the past can be likened to a foreign country that the historian can view as a traveler in foreign places. Nevertheless, actual travel narratives—narratives about the actual physical visits of writers to distant lands—for example, the careful and critical analysis because they can be seductive, and they can shape the ways we think about the present—and the past—and of distant lands and cultures. This course discusses Arab, Indian, European, African and African American travel narratives about various regions of Africa since the 14th century. We will mine the travel accounts for descriptions of local contexts. We will also explore what these narratives say about the author’s perceptions of self, home, and “other.” Ultimately, we will investigate the authors’ biases and how the narratives influence both our perception of Africa and the writing of African history. This course is highly interdisciplinary and draws heavily on literary, anthropological, geographic, and historical methodologies.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1-2 short papers and a research paper
Prerequisites: none
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa

HIST 107(S) Introduction to Native American and Indigenous Studies (D) Crosslistings: AMST 107/HIST 107/ANTH 107

This course provides an interdisciplinary introduction to the growing field of Native American and Indigenous Studies (NAIS). We will primarily focus on surveying the historical and contemporary Indigenous issues in the United States, but we will occasionally draw upon parallels from settler states around the world. We will critically engage a wide variety of source materials, including historical documents, legal texts, films, essays, novels, and photographs. The course will explore Indigenous social and political experiences, histories of settler colonialism, constructions of Indigenous status and identity, intellectual histories, artistic production, gender and sexuality, decolonization, and self-governance. This course will highlight the intellectual breadth of Indigenous studies, introducing the field’s key paradigms, theories, and methods. Because it focuses on cross-cultural interaction and power relations, this course satisfies the Exploring Diversity Initiative (EDI) requirement.

Class Format: seminar
Requirements/Evaluation: three essays (approximately 7 pages each) and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2017
SEM

HIST 110T The Veil: History and Interpretations (D) (W)

Crosslistings: HIST 110/ARAB 215/WGSS 110

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to explore the role of the veil in modern Western discourses, as well as the ways the veil has been imposed on women in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, and other parts of the world. The tutorial is part of the Exploring Diversity Initiative (EDI) because it considers the veil across different cultural areas.

Class Format: tutorial
Requirements/Evaluation: each week each student will either write a 5-7 page essay on a topic of interest to them based on their readings or offer a 2-page critique of their partner’s paper; by semester’s end each student will have written a minimum of 40 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth year
Prerequisites: none
Enrollment Preferences: first-years, sophomores and those with demonstrated interest in the Middle East
Enrollment Limit: 10
Expected Class Size: 10
HIST 111 Movers and Shakers in the Middle East (D) (W)
Crosslistings: HIST 111/LEAD 150/ARAB 111
This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of the day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mossadid, Limm Khülthum, Sayyid Qutb, Anwar Sadat, Naguib Mahfouz, and Huda Shaarawi.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distribution Notes: meets Division 2 requirement if registration is under ARAB

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distribution Notes: meets Division 2 requirement if registration is under ARAB

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements: Writing Intensive

Other Attributes: ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East
JWST Elective Courses
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017

SEM Magnus Bernhardsson

HIST 115 The World of the Mongol Empire (W)
Crosslistings: HIST 115/ASST 115
By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers' accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final research paper

Extra Info: not available for the fifth course option

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements: Writing Intensive

Other Attributes: ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East
JWST Elective Courses
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017

SEM Anne Reinhardt

HIST 117 Bombay/Mumbai: Making of a Modern Metropolis (W)
Crosslistings: HIST 117/ASST 117/GBST 117
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general?

This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis.

The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of modern India through the history of its most important city.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing

Enrollment Preferences: first-year students, then sophomores

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements: Writing Intensive

Other Attributes: GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia

Not Offered Academic Year 2017

SEM Apama Kapadia

HIST 119 The Japanese Empire (W)
The largest non-Western empire of modern times, Japan extended its reach to Taiwan, Korea, China, Sakhalin, Southeast Asia, and the South Pacific. This course explores the many contentious political, economic, social, and cultural questions that arise from Japan's imperial project. We will ask what drove imperialist expansion; how the Japanese ruled; who won and lost in economic relations; what various aspects of life were like in the empire; how to understand the dynamics between Japanese settlers and the colonized; what effects empire building had at home in Japan; how to explain the nature of wartime conquests; and what legacies Japanese imperialism and empire left in their wake. Throughout the semester, we will make a point of examining these issues from various standpoints, and we will also read theoretical works that place the Japanese empire in a comparative context. Course materials will include political documents, intellectual treatises, films, memoirs, and literature.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final research paper

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements: Writing Intensive

Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia

Not Offered Academic Year 2017

SEM Eiko Sinawi

HIST 121T(F) The Two Koreas (W)
Crosslistings: HIST 121/ASST 121
The two Koreas—North and South—were born in the aftermath of World War II, when the United States and the Soviet Union intrinsically divided the peninsula into two zones of different ideologies and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the “world order” of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, disintegration, and legacies for later periods. From a wide range of primary and secondary sources, including travelers’ accounts, chronicles, art, and literature, we will investigate the diverse experiences of the Mongol world in different places, such as China, Russia, Persia, and Central Asia.

Class Format: tutorial

Requirements/Evaluation: students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner’s work

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
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<td>Writing Intensive</td>
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<td>Blacks, Jews, and Women in the Age of the French Revolution (D) (W)</td>
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<td>HIST 137(F)</td>
<td>Victorian Britain and the Anglo-Afghan Wars (W)</td>
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Long before the US and its allies fought the recent war in Afghanistan (2001-14), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain’s imperial past, they were crucial moments in the “Great Game”, the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the second (1878-1881) generated considerable domestic discord, and the third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children’s writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, “lady travelers”, and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting the various forms of documentary evidence, we will not only reconstruct the history of Britain’s wars but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and a final research paper (10-12 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: first-year or sophomore standing

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

Enrollment Limit: 19

Expected Class Size: 12-15

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: HIST Group C Electives - Europe and Russia

Fall 2016

SEM Section: 01 TR 09:30 AM 09:45 AM Roger Kittleson
HIST 154T The American Way of War: The First Three Centuries (W)

Is there an historically distinct American way of war? How have Americans experienced warfare? From the earliest days of European settlement through the final campaigns against American Indians west of the Mississippi, Americans have often been at war. Long before the United States became a world power those conflicts had determined many of the basic contours of American society, culture, and nationhood. This tutorial will investigate the nature and development of American wars over the period 1600 to 1900. Though some attention will be paid to the American Revolution and the Civil War, the tutorial will concentrate primarily on lesser known but still historically significant wars, including King Philip's War, the Seven Years War, the War of 1812, Jackson’s Indian Wars, the Mexican-American War, the Plains Indians Wars, and the Spanish American War. All but the last were fought to conclusion in North America itself. How did Americans fight these wars? How did American military institutions establish control over such a huge and varied continent? What role did military institutions play in the development of a distinctive American society? Did war abet social mobility, or lend itself to social control? What role did race play in the creation and sustaining of martial goals? What was the relationship between local military institutions and centralist attempts to create a national or professional army? What was the impact of warfare on American culture, on concepts of masculinity, and national or community images? Despite the fact that Americans have often conceived of themselves as a peace-loving people, war from the beginning has played a key role in shaping their society and nation. It is exactly the nature, meaning, and paradoxes of American wars that this tutorial will attempt to unravel.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week

Requirements/Evaluation: each student will write and present orally a 7-page essay every other week on the readings assigned for that week; in alternate weeks, students will be responsible for offering an oral critique of the work of their partner

Extra Info: may not be taken on a pass/fail basis

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

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

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2 Writing Intensive

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

Not Offered Academic Year 2017

TUT James Wood

HIST 156 From Pocahontas to Crazy Horse: Representations of Native Peoples in Popular Culture (W)

This class, we will explore a variety of media to interrogate depictions of Native peoples in the United States. By examining popular representations of iconic Native Americans (Pocahontas, Squanto, Sacagawea, and Crazy Horse, among others) in film, children’s literature, websites, statuary and portraiture, etc., alongside scholarly interpretations of their lives, we can parse the creation and evolution of stereotypes about Native peoples and consider the cultural work that such imagery performs. For instance, why is it important to some people to imagine that Pocahontas lived happily ever after with John Smith, or that Squanto gave us the first Thanksgiving? Such national myths are based on kernels of historical reality, but they also elide important details and oversimplify the lives of both Native and European protagonists. By learning more about the complex Native individuals behind the stereotypes, we will face our assumptions, identify the cultural work these images perform, and question why certain portrayals of Native peoples continue to thrive. We will also interrogate other timely and recognizable images such as sports mascots and fictional characters to contemplate the ways that myths about Native peoples (and the stereotypes they engender) continue to affect real people living in this country today.

Class Format: seminar

Requirements/Evaluation: brief response papers (1 page each), short papers (3-5 pages each), and a final paper (of approximately 10 pages); particular attention paid to developing students’ drafting and revising processes as well as improving argumentation and style

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: potential history majors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:
Division 2 Writing Intensive

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

Not Offered Academic Year 2017

SEM

HIST 157 From Powhatan to Lincoln: Discovering Leadership in a New World (W)

Crosslistings: HIST 157/LEAD 157/AMST 157

The collision of cultures and peoples in colonial North America created a New World that demanded new forms of political leadership. This course explores the history of leadership from the colonial era to the Civil War through the study of consequential individuals whose actions shaped seminal moments in American history. As often as possible, the course will analyze pivotal leaders to understand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. The course opens with Powhatan, whose Native American empire spanned the East Coast of North America, and John Smith, who confronted this Indian empire as he tried to establish England’s first foothold in the New World, and it ends with Abraham Lincoln, who tried to keep together a nation that Jefferson Davis aimed to destroy. In between, the course will explore colonial leaders like John Winthrop, the first governor of the Massachusetts Bay Colony, African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; abolitionists like Harriet Beecher Stowe and Frederick Douglass; and leaders like Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, weekly writing assignments, three 5-page essay assignments, and a final paper

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements:
Division 2 Writing Intensive

Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017

SEM Patrick Spero

HIST 164(S) Slavery in the United States (W)

Crosslistings: HIST 164/AFR 164/AMST 165

Slavery and freedom rose as concomitant ideologies—simultaneously and interrelated—critical to the development of the American colonies and United States. Few areas of American social, political, and economic history have been more active and exciting in recent years than the study of this relationship. This seminar introduces students to the most important aspects of American slavery, beginning with an examination of the international slave trade and traces the development of the “peculiar institution” to its demise with the Civil War.

Class Format: seminar

Requirements/Evaluation: building on several preliminary essays, each student will complete a research project which leads to a final research paper

Extra Info: in addition to reading key books in the field, students will engage in primary source research using the College library’s extensive holdings of microfilm and local records dealing with slavery

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements:
Division 2 Writing Intensive

Other Distributors:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
JLST Enactment/Applications in Institutions

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Charles Dew

HIST 165(S) The Age of McCarthy: American Life in the Shadow of the Cold War (W)

The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by growing Soviet-American rivalry abroad coupled with dramatic Red bailing and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Spunkl and the space race, and links between the Cold War and Civil Rights.
Using scholarly books and articles, primary sources, novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short essays, in-class presentations, and a final 10- to 12-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada

Spring 2017
SEM Section: 01 MWF 11:00 AM 12:15 PM Jessica Chapman

HIST 166(S) Politics and Prose: Invisible Man in Historical Context (D) (W)
Crosslistings: HIST 166/AFR 166/AMST 166
"I am an invisible man." So begins Ralph Ellison's treatise on black life in the U.S. in the middle of the 20th century. Ellison's book *Invisible Man* appeared in 1952, won the National Book Award, and sold as many copies in the halls of Congress, movie theaters, and concert halls and rock festivals in the United States. This first-year seminar will examine some of the major events of this time period in America: the assassinations of Martin Luther King, Jr. and Robert Kennedy, the Democratic Convention in Chicago, as well as cultural trends such as the development of the anti-war movement, the push for curricular reforms on college campuses, and the rise of the "counter culture."

Class Format: seminar
Requirements/Evaluation: evaluation will be based on a number of writing assignments: 2-3- to 5-page response papers, a 5- to 7-page oral history, an annotated bibliography, and a final 10-page research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: none
Evaluation will be based on class participation and 5 papers
Extra Info: may not be taken on a pass/fail basis
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
SEM Scott Wong

HIST 178T Marriage and the American Nation (W)
Crosslistings: HIST 178/WGSS 178
This tutorial explores the transformation of marriage as an institution, idea, and experience from colonial times through the beginning of the twenty-first century. What is marriage? Is it a legal bond or a religious sacrament? A right or a privilege? Who can enter it? Who determines when it is over, and on what grounds? Examining the long history of American debates about these questions, we will consider the complex ways that beliefs and policies regarding marriage have affected national understandings of gender roles, of racial difference, of the meaning of citizenship, and of the function and reach of government. We will explore many of the controversies associated with marriage over the last 400 years, including interracial marriage, polygamy, divorce, domestic violence, property rights, custody, cohabitation, working mothers, and same-sex marriage.

Class Format: tutorial
Requirements/Evaluation: students meet in wkly 1-hr sessions with the instructor & a classmate; each wk, students will alternate between writing a 5- to 7-pg paper on the assigned readings (presented orally in class) & writing & presenting a 2-pg critique of classmate's paper
Extra Info: the course will conclude with a final paper that examines one of the issues raised in class in greater depth may not be taken on a pass/fail basis
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: sophomores, and then first-year students who have not previously taken a 100-level tutorial
Evaluation will be based on a number of writing assignments
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives
Not Offered Academic Year 2017
TUT Sara Dubow

HIST 193 Black Power Abroad: Decolonization in Africa, the Caribbean and Europe (W)
Crosslistings: AFR 193/HIST 193
Obama's recent successful bid for the Presidency has reminded Americans of the strong links between African-Americans and Africans and of the international dimensions of the struggle for racial justice. This struggle has its roots in the post-World-War II transformation of the world associated with the decolonization struggles led by individuals like C.L.R. James, Aimé Césaire, Kwame Nkrumah, Franz Fanon and Nelson Mandela. This course will examine this movement, focusing on activists in the Caribbean and Africa, the new ideas and cultural movements they inspired (Pan-Africanism, Negritude, and Socialism), their organizational activities in London and Paris, and their success in breaking free of European imperialist only to be confronted with American and Russian Cold War rivalry. By comparing and contrasting different experiences of independence—in the Caribbean, in independent Ghana, and in anti-apartheid South Africa—this course will grapple with the
ways in which racism, political power, and cultural difference affected relations between Blacks, mulattoes, whites, and Indians in these countries as they fought for independence. The comparative and transatlantic scope of this course, combined with its focus on race relations, power, and privilege helps it meet the requirements of the Exploring Diversity Initiative.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on class participation, oral reports, 1 short paper, and a 10- to 12-page research paper

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

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

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Writing Intensive**

**Other Attributes:**

- AFR Core Electives
- HIST Group A Electives - Africa
- HIST Group C Electives - Europe and Russia
- HIST Group D Electives - Latin America + Caribbean

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**Not Offered Academic Year 2017**

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SEM Shanti Singham

**HIST 201 History Behind the Headlines (D)**

This course challenges students to think about the historical roots on contemporary issues, by introducing them to the discipline’s approach to "the news line in the news." What are the historical roots of a given issue in the headlines? How do—and how have—media and public discourses use or abuse history in its news analyses? Is media objective? Is history objective? Can they be? This course meets the EDI requirement.

**Class Format:** lecture

**Requirements/Evaluation:** class participation and 3 papers

**Prerequisites:** none

**Enrollment Preferences:** none

**Enrollment Limit:** 40

**Expected Class Size:** 40

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:**

- FMST Related Courses

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**Not Offered Academic Year 2017**

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LEC Leslie Brown

**HIST 203(F) Modern African History (D)**

This course surveys the history of 19th and 20th century Africa. The first section of the course focuses on the European conquest of Africa and the dynamics of colonial rule—especially its socio-economic and cultural consequences. The second section looks at how the rising tide of African nationalism, in the form of labor strikes and guerrilla wars, ushered out colonialism. The third section examines the postcolonial states, focusing on the politics of development, recent civil wars in countries like Rwanda and Liberia, and the growing AIDS epidemics. The last section surveys the history of Apartheid in South Africa up to 1994. Course materials include fiction, poetry, memoirs, videos, newspaper articles, and outstanding recent cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none; open to all

**Enrollment Preferences:** completion of course admission survey if overenrolled

**Enrollment Limit:** 40

**Expected Class Size:** 30-40

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:**

- AFR 203/AFR 205

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**Not Offered Academic Year 2017**

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LEC Section: 01 MR 01:10 PM 02:25 PM Magnus Bernhardtsson

**HIST 209 The Origins of Islam: God, Empire and Apocalypse**

This course surveys the history of Islam from its origins in the seventh century C.E. as a total break with the past. This course will challenge that assumption by placing the rise of Islam in the context of the history of late antiquity (c. 250–700 C.E.). The first portion of the course will examine the impact of Judeo-Christian monotheism in the ancient world, the rise of confessional empires, articulation of new ideas about holiness and its relation to sexuality and the transformations undergone by Judaism, Christianity, Zoroastrianism and Manichaeism. We shall examine the conversation of these traditions with classical paganism and philosophy, the impact of certain traditions to define rules of interpretation, the impact of ascetic, iconoclastic and apocalyptic ideas and, finally, polemics among the traditions. We will then examine the career of Muhammad (PBUH) in the context of Arabia, the spread of the Islamic empire into Christian and Iranian worlds, the impact of apocalyptic expectations, the fixation of religious decision making within the tradition, the process of conversion, the encounter with the Late Antique heritage and religious diversity within the commonwealth of Islam. The course will end with the fall of the Abbasid Caliphate in 1258.

**Requirements/Evaluation:** one 5-page paper, self-scheduled final, and a final research project

**Prerequisites:** none; open to all

**Enrollment Limit:** 30

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

**Other Attributes:**

- GBST Middle Eastern Studies Electives

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**HIST 210(S) The Challenge of ISIS**

This course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on two 7- to 10-page papers, one exam, and an unspecified number of pop quizzes

**Prerequisites:** none; no prior knowledge of African history required; open to all

**Enrollment Preferences:** students interested in History or Africana Studies

**Enrollment Limit:** 40

**Expected Class Size:** 15-25

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:**

- GBST African Studies Electives
- HIST Group A Electives - Africa

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Fall 2016

LEC Section: 01 TR 11:20 AM 12:35 PM Kenda Mutongi

**HIST 217/271/REL 239/ARAB 207/GBST 101/L**

**Crosslistings:**

- HIST 217/JWST 217
- REL 239
- ARAB 207
- GBST 101
- L

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity Initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on participation, 2 short papers, quizzes, midterm and final exam

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 40

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB

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**GBST African Studies Electives**

- ARAB 207
- GBST 101
- L

**Distributional Requirements:** Division 2

**Other Attributes:**

- ARAB African Studies Electives
- GBST Middle Eastern Studies Electives
- HIST Group E Electives - Middle East
- HIST Group P Electives - Premodern

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**Not Offered Academic Year 2017**

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LEC
Distributional Requirements:
Division 2
Other Attributes: GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East

Spring 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructors: David Edwards, Magnus Bernhardsson

HIST 212(F) Transforming the “Middle Kingdom”: China, 2000 BCE-1600 (D)
Crosslistings: HIST 212/ASST 212
China expanded from scattered Neolithic settlements to become one of the world’s most complex and sophisticated civilizations. During this process, it experienced dramatic transformation as well as remarkable institutional and cultural continuities. This course will examine Chinese history from prehistoric times to the “early modern” seventeenth century. It will address topics such as the creation and transformation of dynastic authority, the reinterpretation of Confucian thought, the transmission of Buddhism, the conquests of the empire proper by “barbarian” peoples, the composition of elites, and change in daily life, popular culture and China’s place in the East Asian and world systems. This course fulfills the Exploring Diversity Initiative requirement in that it demonstrates the idea of a single, stable Chinese identity throughout history, and focuses instead on the variety of cultures and cultural encounters that contributed to what we currently think of as “Chinese” history and culture.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30-40
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes: GBST Middle Eastern Studies Electives
GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Anne Reinhardt

HIST 213(S) Modern China, 1600-Present (D)
Crosslistings: HIST 213/ASST 213
Observers may be struck by the apparent contradictions of contemporary China: market reforms undertaken by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course will examine China’s historical engagement with the modern world in order to gain perspective on our current views. It will cover the Qing (1644-1911) dynastic order, encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, the “other Chinas” of Taiwan and Hong Kong, economic liberalization, and globalization. This course is part of the Exploring Diversity Initiative in that it requires students to engage with questions of difference through observing the development of the modern Chinese nation-state from the multi-ethnic empire of the Qing and China’s particular experiences of imperialism in the nineteenth and twentieth centuries.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, a midterm, and a self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 35-40
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Anne Reinhardt

HIST 217 Early Modern Japan
Crosslistings: HIST 217/JAPN 217/ASST 217
Struggling revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan’s modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan’s encounters with “the West” have shaped the country’s political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distribution Notes: meets Division 2 requirement if registration is under JAPN

Distributional Requirements:
Division 2
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
LEC Eiko Siniawer

HIST 218(F) Modern Japan
Crosslistings: HIST 218/JAPN 218/ASST 218
Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan’s modern experience. This course will explore how various Japanese from politicians and intellectuals to factory workers and farmers have understood, instigated, and lived the upheavals of the past century and a half. We will ask why a modernizing revolution emerged out of the ashes of the early modern order; how Japan’s encounters with “the West” have shaped the country’s political and cultural life; what democracy and its failures have wrought; how world war was experienced and what legacies it left in its wake; how national identity has been constructed and reconstructed; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual tracts, fiction, films, and oral histories.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30
Distribution Notes: meets Division 2 requirement if registration is under JAPN

Distributional Requirements:
Division 2
Other Attributes: GBST East Asian Studies Electives
HIST Group B Electives - Asia

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Eiko Siniawer

HIST 219(S) Japanese Culture and History from Courtiers to Samurai and Beyond (D)
Crosslistings: HIST 219/COMP 229/ASST 219/JAPN 219
This course will introduce students to the history, literature, and artistic culture of premodern Japan, from the time of the first recorded histories in the 800s through the abolition of the samurai class in the late 1800s. We will focus on the politics and aesthetic culture of the ruling elites in each period, from the heyday of the imperial court through the rise and eventual decline of the samurai warrior and the growth of Edo (Tokyo), with its new mode of early modern government and new forms of literature, theater, and art. Team taught by faculty from History and Comparative Literature, the course will examine historical texts alongside works drawn from literature, visual culture, and performing arts, and will ask students to consider how these different kinds of texts can shed light on one another. What is the difference between reading history and reading literature, or is it even meaningful to distinguish the two? By critically engaging in various kinds of textual analysis, this ECO course not only considers the relationship between politics, culture, and society in premodern Japan but also explores how we can attempt to know and understand different times and places. Primary texts will include court diaries, novels, letters, and fiction; laws and edicts; essays and autobiographies; noh, kabuki, and puppet theater; and tea ceremony, visual art, and architecture. Students should register under the prefix specific to the Division in which they want to receive credit.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response assignments, two short papers (approximately five pages each), and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: students majoring or considering a major in a related field
Enrollment Limit: 40
Expected Class Size: 30
Distribution Notes: meets Division 2 requirement if registration is under HIST or ASST; meets Division 1 requirement if registration is under COMP or JAPN

Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes: GBST Group B Electives - Asia
HIST Group P Electives - Premodern
HIST 220 History and Society in India and South Asia: c. 2000 to 1700s CE
Crosslistings: HIST 220/ASST 222

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the Indus Valley civilization to the end of the Mogul Empire and will address topics such as the "discovery of India", the coming of the "Aryans", society and culture in the great epics like the Ramayana, the beginning of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mogul imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, response papers and presentation, 2 essays, midterm-term and a final exam
Prerequisites: none; open to all
Enrollment Preferences: none
Enrollment Limit: 40
Expected Class Size: 20-25

Distributional Requirements:
Division 2
Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern

HIST 221 The Making of Modern South Asia: 1750-1950 CE
Crosslistings: HIST 221/ASST 221/GBST 221

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from the end of the Mogul Empire through British colonial rule and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions in the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and website content.

One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia

HIST 222 Greek History
Crosslistings: CLAS 222/HIST 222

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for wonder and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age Greece and the earliest developments in Greek culture, and will conclude with the spread of Greek influence into Asia through the conquests of Alexander the Great. We will explore topics such as theChecklist of topics to be covered in the course include the following:

- The effects of pervasive war Greek society, the competitive spirit in political and religious life, the confrontations with the East, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world. The readings will concentrate on original sources, including historical writings, philosophy, poetry, and oratory.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 25

Distributional Requirements:
Division 1
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

HIST 223 Roman History
Crosslistings: CLAS 223/HIST 223

This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. We will explore the development of Roman material culture and its relationship to the surrounding world, both in terms of existing traditions and influences from the East. The course will also consider the role of the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 25

Distributional Requirements:
Division 1
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

HIST 224 Roman Archaeology and Material Culture
Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235

This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. The primary goal of the course is to help students understand the social and historical context in which Roman material culture was created and used. We will consider a variety of evidence from across the empire, including monumental and domestic architecture, wall painting, mosaics, sculpture, coins and inscriptions. Special emphasis will be placed on the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 25

Distributional Requirements:
Division 1
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

HIST 225 The Greek World
Crosslistings: CLAS 225/HIST 225

This course examines the development of Greek culture and its relationship to the surrounding world, both in terms of existing traditions and influences from the East. The course will also consider the role of the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 25

Distributional Requirements:
Division 1
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

HIST 226 The Roman World
Crosslistings: CLAS 226/HIST 226

This course examines the development of Roman culture and its relationship to the surrounding world, both in terms of existing traditions and influences from the East. The course will also consider the role of the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, a midterm, a final exam, and a medium-length paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 25

Distributional Requirements:
Division 1
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern
HIST 225(S) The Medieval World, 300-1500

The European world saw dramatic changes and the creation of new cultures and societies between the ancient and modern periods. This course will survey more than a millennium of history, beginning late in classical antiquity and concluding at the dawn of the modern era. We will concentrate both on developments within Europe, and on European encounters with Islam, the Byzantine East, and pagan cultures. With an approach that is both chronological and thematic, we will place the broader narrative of medieval history alongside special consideration of Europe's neighbors, social organization, medieval women, religion and piety, and education. Lectures and class discussion will receive equal emphasis.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon a series of 500-word papers and weekly quizzes.

Prerequisites: none

Enrollment Preferences: History majors

LEC Limit: 40

Expected Class Size: 20-30

Distributional Requirements: Division 2

Other Attributes: HIST Group C Electives - Europe and Russia

HIST Group P Electives - Premodern

Spring 2017

LEC Section: 01 MWF 11:00 AM 11:50 AM Erin Knibbs

HIST 226 Europe From Reformation to Revolution: 1500-1815

This course introduces students to the major historical developments in Western Europe during the early modern period—such pan-European phenomena as the Reformation, the Witch Craze, the Military Revolution, the rise of absolutist states, the seventeenth-century crisis in government and society, the Enlightenment, the French Revolution and Napoleon, and the establishment of European influence around the world.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on two short papers, a midterm, and a final exam.

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 25-35

Distributional Requirements: Division 2

Other Attributes: HIST Group C Electives - Europe and Russia

HIST Group P Electives - Premodern

JWST Elective Courses

Not Offered Academic Year 2017

LEC James Wood

HIST 227 A Century of Revolutions: An Activists’ Survey of 19th Century Europe and Why It Matters Today

This course offers a non-traditional survey, one focused on the relevance of 19th century Europe for us today. The 19th century is intimately linked to our world citizens of today, both in the perils it bequeathed us—most importantly, widespread global environmental destruction—and in the promise it offers us. Through a century of radical political protest aimed at reconfiguring the world in a more equitable and just direction. We will focus on 19th century activists—Karl Marx, 48’ers, communards, anti-imperialists, socialists, anarchists, feminists, trade unionists and pacifists—and on environmentalists and activists today, as we compare and contrast the movements of the 19th century with possibilities for change today.

Class Format: seminar/discussion

Requirements/Evaluation: evaluation will be based on student participation, a take-home mid-term paper, the completion of an original research paper or project, and the study of and/or participation in a contemporary activist movement.

Prerequisites: none; open to all

Enrollment Preferences: none

LEC Limit: 40

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017

SEM Shanti Singham

HIST 228(S) Europe in the Twentieth Century

This course will offer a survey of some of the important themes of twentieth-century European history, from the eve of World War One to the beginning of the twenty-first century. Organized topically and thematically, the course will consider European society in the fin-de-siecle period; imperialism, racism, and mass politics; the impact of the Great War on European thought, culture and society; the Russian Revolution and Stalinist Russia; economic and political stabilization in the 1920s; the Depression; the rise of Fascism and National Socialism; World War II and the Holocaust; the establishment of postwar social democratic welfare states; decolonization; the “economic miracle” of the 1950s; the uprisings of 1968; the development of the European Union; the 1989 revolutions in Eastern Europe; and the recent debates about Islam in Europe. Through a combination of lecture and discussion, the course seeks to introduce students to the major ideologies and institutions that shaped the lives of Europeans in the twentieth century, and to reflect on the role of ordinary people who devised, adapted, embraced, and sometimes resisted the dominant ideas and practices of their time.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several quizzes, an exam, and two papers.

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 35-40

Distributional Requirements: Division 2

Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2017

LEC Section: 01 TR 09:55 AM 11:10 AM Chris Waters

HIST 229 European Imperialism and Decolonization (D)

Crosslistings: HIST 229/AFR 229

This course surveys European imperialism in the nineteenth and early-twentieth centuries, paying important cases such as British India, the Scramble for Africa, and the break-up of the Ottoman Empire following World War I. Issues to be explored include imperialism and its relationship to Christianity, gender, race, and economic profit. In the second half of the course, we will examine some of the most dramatic cases of decolonization, including Gandhi and Nehru’s independence movement in India, Ho Chi Minh’s victory at Dien Bien Phu, and the torturous struggle for independence in Lumumba’s Congo. As a transatlantic and transpacific course focusing on race relations, power and privilege, this course fulfills the EDi requirement.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a midterm, a final exam, a 10-page research paper, and class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Limit: 40

Expected Class Size: 15-20

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: HIST Group A Electives - Africa

HIST Group B Electives - Asia

HIST Group C Electives - Europe and Russia

HIST Group D Electives - Latin America + Caribbean

HIST Group E Electives - Middle East

Not Offered Academic Year 2017

LEC Shanti Singham

HIST 230 Modern European Jewish History, 1789-1948

Crosslistings: HIST 230/JWST 230

What does it mean to be Jewish? The mixed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, two papers, and a final exam

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 10-20

Distributional Requirements: Division 2

Other Attributes: HIST Group C Electives - Europe and Russia

JWST Core Electives

Not Offered Academic Year 2017

LEC Alexandra Garbarini

HIST 231 Medieval England

Crosslistings: HIST 231/REL 217

Across the entire world of the Middle Ages, no region has captured the modern pop-culture imagination as much as medieval England. From the Battle of Hastings to Magna Carta, from Braveheart to King Arthur, medieval English history and popular knowledge of the medieval past are closely linked.
This course will survey the history of England from the Roman period through the reign of Richard II (AD 43—1399). We will find a great deal to detain us in these thirteen centuries, including the Anglo-Saxon settlement of England and subsequent conversion to Christianity, the Viking raids of the ninth and tenth centuries, the Norman Conquest, the growth of English common law, the murder of Thomas Beckett, Edward I’s campaigns in Wales and Scotland, the Peasants’ Revolt of 1381, and the beginning of the Hundred Years War. We will focus particularly on power and politics, but primary readings will add important social, cultural and religious context. Our meetings will emphasize lectures and discussion equally. No prior knowledge is expected.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** several short papers, a midterm and a final

**Prerequisites:** none

**Enrollment Preferences:** History majors

**Enrollment Limit:** 40

**Expected Class Size:** 35

**Distributional Requirements:** Division 2

**Other Attributes:**
- HIST Group C Electives - Europe and Russia
- HIST Group P Electives - Premodern

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**HIST 239 Germany in the Twentieth Century**

This course is designed to introduce students to the history of the twentieth-century Germany as experienced and made by ordinary human beings through written documents, literature, film, and the writings of historians and other scholars. Topics to be considered include: the bourgeoisie and the working classes in the Kaiserreich; Germany at the outbreak of World War I; the experience of war and its aftermath; the hyper-inflation of 1923; the commitment of Germans to democracy during the Weimar Republic; the mood in Germany at the beginning of the 1930’s; the coming to power of the National Socialists; the ideology of National Socialism; the "Volksgemeinschaft"; the Nazi image of the Jew; the "Final Solution"; World War II on the battlefront and on the home front; the West German "Economic Miracle"; divided Germany in the 1970s and 1980s; life in the German Democratic Republic; the "Historians’ Debate"; and Germany after the Wall.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 30-35

**Distributional Requirements:** Division 2

**Other Attributes:**
- HIST Group C Electives - Europe and Russia
- JWST Elective Courses

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**HIST 240 Muscovy and the Russian Empire (W)**

Between the fourteenth and the seventeenth centuries the princes and political elite of Muscovy created an extensive multi-ethnic and multi-religious empire in Eastern Europe and Asia. Over the next 150 years their imperial heirs transformed and extended this empire, to the point that on the eve of the Crimean War (1853-1855) many believed it to be the most powerful state in Europe. But defeat in the war exposed the weakness of the imperial regime and helped to provoke a process of state-led reform that failed to avert, and may well have contributed to, the collapse of the regime in the February Revolution of 1917. Using a combination of primary and secondary sources, this course will explore the character of the Muscovite and the Russian empires and the forces, processes, and personalities that shaped their formation, expansion, and, in the latter case, collapse.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class discussion, 5 short essays (5-6 pages), 2 group oral presentations, and a map quiz

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

**Writing Intensive**

**Other Attributes:**
- GBST Russian + Eurasian Studies Electives
- HIST Group C Electives - Europe and Russia
- HIST Group P Electives - Premodern

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**HIST 241 The Rise and Fall of the Soviet Union**

**Crosslistings:** HIST 241/LEAD 241

The October Revolution of 1917 brought to power in the deputies of the Russian Empire a political party committed to the socialist transformation of society, culture, the economy, and individual human consciousness. Less than seventy-five years later, the experiment appeared to end in failure, with the stunning collapse of the Soviet Union in December 1991. Using a combination of primary and secondary sources, this course will explore the nature and historical significance of the Soviet experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of the Soviet Union.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, several short papers based on class readings, and a final self-scheduled exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:**
- GBST Russian + Eurasian Studies Electives
- HIST Group C Electives - Europe and Russia
- LEAD Facets or Domains of Leadership

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**HIST 242 Latin America From Conquest to Independence**

This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groups to huge imperial polities, we will consider the ways that various Latin American social actors shaped the process of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside-in and inside-out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in—and perhaps consisted of—the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the course.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, two short papers (4-5 pages), and a take-home final exam

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:**
- GBST Latin American Studies Electives
- HIST Group D Electives - Latin America + Caribbean
- HIST Group P Electives - Premodern

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**HIST 243(F) Modern Latin America, 1822 to the Present**

This course will examine salient issues in the history of the independent nations of Latin America. The first two sections of the course will focus on the turbulent formation of nation-states over the course of the "long nineteenth century," from the crisis of the Spanish and Portuguese colonial empires in the late eighteenth century to the heyday of liberal political economies at the turn of the twentieth century. In this regard the course will analyze the social and economic changes of the period up to World War I and the possibilities they offered for both political and social order. Key topics addressed will include caudillismo, the role of the Church in politics, economic dependency and development, and the place of indigenous and African Latin-American peoples in new nations, and industrialization and urbanization. The latter two sections will examine the trend toward state-led national developmental in the twentieth century, considering the diverse forms it took and conflicts it generated in different nations and periods. Here we will take up questions the emergence of workers’ and women’s movements and the rise of mass politics; militarism, democracy, and authoritarian government; the influence of the U.S. in the region; and the life and possibly death of revolutionary options. Within this chronological framework of national and regional political economy, we will consider the ways that various Latin American social actors shaped their own lives and collective histories, sometimes challenging and sometimes accommodating the ideals of national elites. General regional trends will be illustrated by selected national cases, including Mexico, Brazil, Argentina, Cuba, Chile, Venezuela, Nicaragua, and Guatemala.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 35-40

**Distributional Requirements:** Division 2

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**HIST 244 Latin America in the Contemporary World**

This course will examine Latin America in the contemporary world through the lens of the history of the region, focusing on the United States’ geopolitical interests in the region. The course will focus on four periods: the imperial period to 1822; the ages of revolution, independence, and its aftermath from 1600 to 1822; the ages of nation-state from 1822 to 1940; and the contemporary world from 1940 to the present. The course will examine the history of Latin America through a variety of lenses, including gender, race, and class, and will posit this history as an essential part of World History.

**Class Format:** lecture-discussion

**Requirements/Evaluation:** evaluation will be based on class participation, two short papers (3-5 pages), and a take-home final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- GBST Latin American Studies Electives
- HIST Group D Electives - Latin America + Caribbean
- LATS Countries of Origin + Transnationalism Elect
HIST 245 History of Modern Brazil (D)
Crosslistings: HIST 245/AFR 346
Brazil has been “the country of the future” far longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often lent a booster-ish quality to its descriptions of the country, it has also brought ambiguity—for if the label suggests Brazil’s potential, it also underlies its country’s failure to live up to that promise. Being an eternal “country of the future” must be as much a troubling as a cheering designation. This course will examine the modern history of that country of the future by taking up major themes from independence to the present. Beginning with what surveys by Latin American standards an easy transition from colony to independent empire, we will analyze the hierarchies that have characterized Brazilian society and their relation to the political and economic evolution of the Brazilian nation-state. The course will give particular attention to the themes of race, gender, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations. Combining cultural, political, and social analyses, this course fulfills the Exploring Diversity Initiative requirement by examining a range of written texts and other sources to understand these and other themes in the lives of Brazilians of different social identities and political standings since Independence.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, and a final exam
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 40
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:

HIST Group D Electives - Latin America + Caribbean
LAT5 Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2017
LEC: Roger Kittleson

HIST 248 The Caribbean: From Slavery to Independence (D)
Crosslistings: AFR 248/HIST 248
This course explores the history of the Caribbean from the eighteenth to the twentieth centuries, focusing on a comparative approach to British, French, Spanish, and American rule in the region. It will concentrate on the history of Jamaica, Haiti, Cuba, and Puerto Rico. Topics to be covered include: comparative slave systems; plantation economies; revolution, rebellion and resistance; voodoo and slave religions; indentured labor and intra-Caribbean migration; free persons of color, mulattoes, and West Indian color hierarchies; class and color; trade unionism; communism; the independence movements; the failed West Indies Federation, CARIFTA and CARICOM; Black Power; women in the contemporary Caribbean; migration; and the legacies of slavery and colonialism.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a midterm and final examination, and a 10- to 12-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators; History majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AFR Core Electives
GBST Latin American Studies Electives
HIST Group D Electives - Latin America + Caribbean
HIST Group P Electives - Premodern
LAT5 Countries of Origin + Transnationalism Elect
MAST Interdepartmental Electives

Not Offered Academic Year 2017
SEM: Shanti Singham

HIST 252(S) From Contact to Civil War: A History of North America to 1865
This course will provide a survey of North American history from Europe’s first expansion into the New World to the American Civil War. Cast as a contest between competing empires and their peoples, the course begins in Europe and the Native North America before contact and studies the expansion of European nations into the New World. The course will emphasize the history of British North America and the interactions between and among the many peoples of colonial North America to the Civil War, and consequence of the American Revolution (or what many at the time considered America’s first civil war). The new nation unleashed massive and far-reaching economic, social and political changes. The last third of the course will explore these changes in the antebellum era and trace how they affected the coming of America’s second civil war.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, mid-term, final exam, book review, and weekly writing assignments
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern

Spring 2017
LEC Section: 01 MR 02:35 PM 03:50 PM

Charles Dew

HIST 253(S) Modern U.S. History
This course surveys the major issues that inform the historical landscape of the United States after the Civil War and Reconstruction, from the late 1800s to the present. With special attention to freedom and fragmentation, the course examines the dilemmas inherent to American democracy, including: westward expansion and Indian affairs, immigration and nativism, progressivism and domestic policy; the expanding role of the United States in the world; race, gender, and rights; and the shifting terrains of liberalism and conservatism. The course also tunes into the connections between current affairs and the American past. Course materials include a range of primary sources (letters, political speeches, autobiography, film, oral histories, fiction, and photography) and historical interpretations.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on some combination of quizzes, short papers, and a final exam or final paper
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30-40
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM

Carmen Whalen
HIST 262 The United States and the World, 1776 to 1914

From its foundation in 1776 to the beginning of World War I in 1914, the United States developed a complex of ideas for understanding—and methods for securing—its place in the world. During this period, the nation’s diplomacy went through several phases as it made the transition from a young republic struggling to conduct its diplomacy, to an expansionist power in the first half of the twentieth century, to an ally in the Second World War, and then to an imperialist power after the Spanish-American War. Amidst these events, U.S. statesmen and citizens constantly debated the country’s proper diplomatic role and struggled to construct and propagate a unique American ideology, as well as an advantageous geo-strategic position, on the global stage. Debates about foreign relations were imbued with questions of race, nation, independence, religion, economy, gender, and geographic expansion; indeed, defining U.S. foreign relations was a means of defining the nation itself. Through a variety of primary sources and scholarly books and articles, this course will examine U.S. relations with external powers as well as the interactions that occurred between U.S. domestic and foreign policy during this period.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two 5-7 page papers, quizzes, and a final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 15-25
Distributional Requirements: Division 2
Other Attributes: LEAD American Foreign Policy Leadership

HIST 280 African-American History, 1619-1865 (D)

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

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on short papers, a midterm exam, a final exam, and performance in class discussions and assignments
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-30
Distributional Requirements: Division 2
Other Attributes: LEAD American Foreign Policy Leadership

HIST 281(F) African-American History, 1619-1865 (D)

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

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on short papers, a midterm exam, a final exam, and performance in class discussions and assignments
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-30
Distributional Requirements: Division 2
Other Attributes: LEAD American Foreign Policy Leadership
HIST 282 African-American History From Reconstruction to the Present (D)
Crosslistings: HIST 282/AFR 282
This course introduces students to the significant issues that shaped African-Americans' historical experiences from Reconstruction to the end of the twentieth century: the changing meanings of freedom, equality, and rights; the intersections of ideology and activism; the links among local, regional, and national organizations; and the cultural life of black institutional and organizational life; the struggle against Jim Crow and for human and civil rights; migration and urbanization; and resistance and protest.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three papers
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Exploring Diversity

HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC Leslie Brown

HIST 283 Introduction to Native American History (D)
Crosslistings: AMST 280/HIST 283
Long ignored and romanticized, Native American history has become a vibrant area of study rich with new scholarship. This course will grapple with the most important issues currently driving inquiry within the field. We will investigate pivotal developments in Native American history and build a foundation for future coursework in Native Studies. Course topics will include: the new worlds that Natives and various newcomers created, competing visions for what is now known as the United States, tribal sovereignty, federal Indian policy, notions of authenticity, structures of settler colonialism, resistance movements, Indigenous governance, cultural revitalization, conflict over natural resources, and urban experiences. We will also examine how stories about the Indigenous past have been politicized, and how Indigenous histories can reshape our broader understandings of American history and culture. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we examine shifting power relations and cross-cultural interaction in Native America.
Class Format: lecture
Requirements/Evaluation: two short papers and an in-class essay midterm and final
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC Doug Kiel

HIST 284 Introduction to Asian American History (D)
Crosslistings: HIST 284/AMST 284/ASST 284
This course serves as the introduction to Asian American history, roughly covering the years 1850 to the present. It examines the lives of Chinese, Japanese, Koreans, Filipinos, Indians, and Southeast Asians in America, and the historical reasons why they came to the US and their subsequent interactions with other ethno-racial groups in the United States. Topics include the anti-Asian exclusion movements, the wartime incarceration of Japanese Americans, the increase of Asian immigration after the 1965 Immigration Act and the war in Vietnam, and the impact of the events of September 11, 2001 on Asian American communities. These themes and others will be explored through the use of historical texts, primary documents, novels, memoirs, and films. This is an EDI course because it examines how people from different Asian countries and cultures interacted with each other and those already here in the US. Theirs is a story of immigration, exclusion, resistance, accommodation, and the process of “becoming American.”
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on four response papers, two short critical essay (5-7 pages) and a final oral history/family history of an Asian American (10-15 pages)
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Core Courses
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC Scott Wong

HIST 286 Latina/o History, 1848 to the Present (D)
Crosslistings: LATS 286/HIST 286
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups emerged in communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender and class on the labor histories of Latinas and Latinos.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
LAT5 Core Electives

Not Offered Academic Year 2017
LEC Carmen Whalen

HIST 301 Approaching the Past: Is History Eurocentric?
The modern historical profession is very much a European creation, originating in the Age of Enlightenment. Championing reason and challenging religious views of the past, the Philosophes linked the new secular study of man and his society to a view of historical progress. Some have argued that the very nature of the historical discipline is Eurocentric, based as it is on Western concepts of reason, science, and historical evolution which privilege European history at the expense of its non-Western counterparts. In this course, we will study some of the important spokesmen for historical progress (Voltaire, Condorcet, Marx, von Ranke) as well as some of their important critics. The first half of the course will survey the history of the historical profession from the Enlightenment to the present. In the second half of the course, we will read some of the great works of history which have attempted to explain the rise of the west, grappling with how and to what extent these interpretations are Eurocentric.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, two 10- to 12-page papers, and a final exam
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements:
Division 2

Not Offered Academic Year 2017
LEC Shanti Singh

HIST 301 Approaching the Past: Westward Expansion in American History
How does historical knowledge evolve? How do historians build on but also repudiate the work of historians that came before them? In this course, we will explore the historiography that has developed over the last 150 years about the Anglo-American settlement of the West, using it as a lens to explore larger questions about shifting perspectives of the historian's craft. This historiography will also illuminate critical conflicts about the meaning of American history. Did the frontier build American character, as Frederick Jackson Turner argued in 1893? Did it establish patterns of conquest that have shaped American policy toward other parts of the world, as later historians would argue? Has the West been an "exceptional" place or representative of the nation at large? The class will meet twice a week, and the discussions will focus intensively on one book, examining the theoretical and historical assumptions of the author and how these assumptions shaped the historian's search for evidence and his or her claims, and the impact they have had on our understanding of the American West.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, weekly critical writing, a midterm paper, and a final, book review essay
Prerequisites: restricted to HIST majors and sophomores planning to major in HIST
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Karen Merrill

HIST 301 Approaching the Past: Documentary Studies and African American History
Comprised of non-traditional sources—photographs, oral history, narratives, folklore, films, fiction, music, poetry, art and other forms—documentary served historically to expand the progressive agenda by projecting the voices of the voiceless in order to illuminate the need for social change. Some examples include Jacob Riis' photographs of the Lower East Side, Louis Lomax's efforts to record folk music, Stud Terkel's interviews with ordinary Americans. But what documentary producers have produced also provides a way to access information about the past, especially the stories of people whose lives have not been preserved through archival materials. This course examines the historical development of documentary forms and reviews the work of specific documentary historians. It will look at the uses of various types of documentary as primary sources for research in African American history. Familiar formats, from Frederick Douglass' autobiographies to Henry Hampton's "Eyes on the Prize" series, recorded AND told histories that still remain mostly veiled. But in its unprocessed or raw form—collected work songs, sermons, tall tales, blues lyrics, family snapshots, oral history, and the like—documentary provides a store of rich primary sources that access the voices less often heard. This course will explore that material and what historians do with it.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, weekly written critiques, and a final paper/project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Leslie Brown

HIST 301 Approaching the Past: Modern National, Transnational, and Postcolonial Histories
This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly seminar meetings we will analyze texts and the meanings of history for different audiences and eras.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, response papers, short essays, and a final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Roger Kittleson

HIST 301 Approaching the Past: Remembering American History
Much of what we know and understand about American history is rooted in the received narrative of our national history, a history that is constructed of individual, collective, and a national memory of the past and its meanings. This course will examine some forms through which American historical memory is presented and (re)presented, such as monuments, museums, novels, films, photographs, and scholarly historical writing, by considering a number of pivotal events, institutions, or eras in American history. Potential topics are slavery, race, and the Civil War; westward expansion; the Great Depression; World War II; the Sixties; the war in Viet Nam; and the events and aftermath of September 11, 2001.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on weekly response papers, a book review, an exercise with the Williams College Museum of Art, and a final project to be completed in consultation with the professor; students will be required to lead a class discussion

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: restricted to History majors and sophomores planning to major in History
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Scott Wong

HIST 301(F) Approaching the Past: Writing the Past
"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their theme the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history is and what historians do. How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, weekly response papers in a required reading, and a final paper
Prerequisites: restricted to HIST majors and sophomores planning to major in HIST
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Fall 2016
SEM Section: A1 MR 02:35 PM - 03:50 PM Chris Waters

HIST 301(F) Approaching the Past: Writing the Past
"History" refers to the aggregate of past events as well as to the branch of knowledge that seeks to understand those past events. Whereas history courses often take as their theme the first of these two meanings of history, focusing on the politics, society, and culture of a particular place in a particular historical era, this course will examine history's often concealed "other" meaning: the practices of historians, their methods and assumptions. In so doing, this course aims to unsettle history majors' own assumptions about what history is and what historians do. How do historians reconstruct the past, and how and why have their approaches to sources, theories, and narrative strategies changed over time? And on a deeper level, how have historians' suppositions changed—if they have changed—about the nature of historical truth, knowledge, and the value of history to the societies in which they wrote? Taking history-writing itself as our object of study, over the course of the semester we will read the work of twelve, quite different historians from the classical to the modern era. Each week in our seminar meetings, we will subject these texts to a careful reading in order to understand and assess these historians' theories and practices.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, weekly response papers in a required reading, and a final paper
Prerequisites: restricted to HIST majors and sophomores planning to major in HIST
Enrollment Preferences: senior, then junior, History majors
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Fall 2016
SEM Section: G1 W 01:10 PM - 03:50 PM Alexandra Garbarini

HIST 301(S) Approaching the Past: Practices of Modern History
What is history? What is it that historians do? In this course, students will explore questions of how and why we historians practice our craft. The first section of the course will examine how historians come to know, think about, and understand the past. Issues of the nature of historical "truth," objectivity and bias, types of sources, and uses of theory will be discussed. Next, we will address the ways in which historians write about the past, considering the influence of modernity, postmodernism, and the "new imperialism" over the course of the nineteenth and twentieth centuries. Finally, we will examine the uses of history, including public history, history education, and the construction of historical memory. The class will meet once a week, and each session will focus on some theoretical material as well as readings that concretely illustrate the methodological issues at stake. These readings will be drawn from a broad range of topics, such as the Great Depression, the Nanking Massacre, and the assassination of JFK.
HIST 301(S) Approaching the Past: Varieties of Historical Thinking
This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides’ The Peloponnesian War, the work of twelve historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why—or even if—we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.

Class Format: seminar
Requirements/Evaluation: in preparation for class discussion, students are required to produce a one-page critical response to the assigned reading each week, which will form the basis for class discussion
Extra Info: in addition to writing eleven critical responses, students are also required to make an oral presentation of approximately twenty minutes on a professor they have taken a seminar with. This option may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: restricted to History majors and sophomores planning to major in HIST
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2

Spring 2017
SEM Section: C1 W 01:10 PM 03:50 PM Eiko Sinliwer

HIST 302(F) Islamic Law: Past and Present
Crosslistings: REL 243/ARAB 243/HIST 302
From fear of the Sharīa’s to its implementation in so-called “Islamic countries,” Islamic law has perhaps best associated itself with the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Tetering between legal and ethical discourse, the Sharīa’s moves between what we normally consider law as well as ethics and etiquette.

The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Preferences: majors
Enrollment Limit: 19
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Other Attributes: HIST Group B Electives - Asia
HIST Group E Electives - Middle East
HIST Group P Electives - Premodern
JLST Interdepartmental Electives

Spring 2017
SEM Section: K1 W 01:10 PM 03:50 PM Thomas Kohut

HIST 303(F) A History of Islam in Africa (D)
Crosslistings: HIST 303/AFR 303/HIST 303/GBST 303
This course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

Class Format: seminar
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: lottery
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: GBST African Studies Electives
HIST Group A Electives - Africa
JLST Enactment/Applications in Institutions

Spring 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Kenda Mutongo

HIST 305 Nationalism and Nation Building in the Middle East (D)
Crosslistings: HIST 305/ARAB 305
In 1932, or twelve years after the establishment of Iraq, King Faisal I lamented that there were “no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie.” This course will consider how true the King’s statement still holds. Evaluating the various attempts at state and nation building in the Middle East and the challenges of statecraft. After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and identities in Iraq, Israel, Turkey, Palestine, Iran, and Egypt. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How did traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty. Finally, we will evaluate the role of foreign powers in nation building in the Middle East and consider whether the modern concept of the nation has any validity in the Middle Eastern context. Because this course is comparative in nature that utilizes theoretical frameworks to better understand cross-cultural interaction and because it focuses on the ways in which governments in the Middle East have used their power to legitimate their actions in the name of nationalism, this course fulfills the requirements of the Exploring Diversity Initiative (EDI).

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on several short papers and a “Magnus” Opus (a.k.a. final research paper)
Prerequisites: none
Enrollment Preferences: History majors and students with a background in Middle Eastern studies
Enrollment Limit: 25
Expected Class Size: 20-25
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: ARAB Arabic Studies Electives
HIST Group E Electives - Middle East
HIST 307 A History of an African City
Crosslistings: HIST 307/AFR 313/ENVI 306

The city of Nairobi was founded solely to serve the needs of white colonials and settlers. Fifty years later—in the 1960s—it had become dominated by Africans and is now, in the 21st Century, a major global city with over 4 million people. This course will trace the history of Nairobi from the 19th century to the present. We will focus on the city's political and economic development, its racial conflicts, as well as the daily experience of various groups of city dwellers. We will also look at the growth of the city's physical infrastructure—its transportation, housing, trade, and labor networks. Students will also get a chance to read about the various artistic movements in Nairobi, focusing especially on music, theater, and street performances.

Class Format: lecture
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: seniors; History majors
Enrollment Limit: 25
Expected Class Size: 25

HIST 308 Gender and Society in Modern Africa
Crosslistings: HIST 308/WGSS 308/AFR 308

This course explores the constructions of feminine and masculine categories in modern Africa. We will concentrate on the particular histories of women's experiences during the colonial and postcolonial periods. In addition, we will examine how the study of history and gender offers perspectives on contemporary women's issues such as female-circumcision, teen pregnancy, wife-beating, and "AIDS." 

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and three short papers.
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division II

HIST 309 Arab Women Memoirs: Writing Feminist History
Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309

This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Tresspass; Tales of a Harem Girlhood), Leila Ahmed (A Border Passage: From Cairo to America—a Woman's Journey), Fadila Faqir and Shirley Eber (In the House of Silence: Autobiographical Essays by Arab Woman Writers), and Jumanah Haddad (I Killed Scheherazade: Confessions of an Angry Arab Woman), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

Class Format: seminar
Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS

HIST 310(S) Iraq and Iran in the Twentieth Century (D)
Crosslistings: HIST 310/ARAB 310

Despite being neighbors, the historical experience of Iran and Iraq has been drastically different. In this course we will begin by exploring the creation of Iraq in 1921 and the Pahlavi government in Iran. We will explore the revolutions of 1956 and 1978-9 and compare the lives and careers of Saddam Hussein and Ayatollah Khomeini. The tragic Iran-Iraq war of 1980-88 will also be discussed. Finally, the political future of these countries will be assessed.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under ARAB

HIST 311 The United States and the Middle East
Crosslistings: HIST 311/ARAB 311

At the turn of the twentieth century, the United States was considered a benign superpower in the Middle East. Americans were known as "innocents abroad" for their educational and philanthropic work. From a distance, American society was admired for its affluence and freedom, and Middle Eastern politicians eagerly sought American advice and assistance. Today, however, the situation could hardly be more different. This course will examine the remarkable transformation of American involvement in the Middle East. Significant cultural and political encounters of the latter half of the twentieth century will be assessed in order to identify how the United States has approached the region and consider the multifaceted and sometimes ambivalent reactions of people in the Middle East to increasing U.S. presence. It will also explore the difficulty the United States has experienced in balancing diverse, and sometimes conflicting, foreign policy interests, and will evaluate what may account for the increasing level of antagonism and mistrust on both sides.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, short papers and a final research paper
Prerequisites: none
Enrollment Preferences: History and Arabic Studies majors
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under ARAB

HIST 313(F) The People's Republic: China since 1949
Crosslistings: HIST 313/ASST 313

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on active class participation, several short papers and a final research paper
Extra Info: not available for the fifth course option
Prerequisites: none (HIST 213 recommended)
Enrollment Preferences: junior and senior History and Asian Studies majors
Enrollment Limit: 25
Expected Class Size: 12-20
Distributional Requirements:
Division 2
Other Attributes:
HIST Group B Electives - Asia

Fall 2016
SEM Section: 01 TR 11:20 AM 12:35 PM Anne Reinhardt

HIST 318(T) Nationalism in East Asia (D)
Crosslistings: PSCI 354/ASST 245/HIST 318
This tutorial examines the theoretical literature on nationalism, and then uses insights from those readings to study of the emergence and development of modern nationalist movements and national identities in China, Japan, Korea — both South and North — and Taiwan. It is an Exploring Diversity Initiative course and, as such, engages in explicit and critical cross-cultural comparisons, asking how theories of nationalism developed largely from European history might need to be revised when applied to East Asia, and how experiences of nationalism and expressions of national identity vary within East Asia.

Class Format: tutorial
Requirements/Evaluation: two 5-page papers, class participation, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science and Asian Studies majors
Enrollment Limit: 10
Expected Class Size: 10

Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses

Spring 2017
TUT Section: 01 TR 08:30 AM 09:45 AM George Crane

HIST 319 Gender and the Family in Chinese History (D)
Crosslistings: HIST 319/WGSS 319/ASST 319
Although sometimes claimed as part of a set of immutable "Asian values," the Confucian family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this class makes use of anthropological and gender studies methods to analyze both the specificities of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to first year-students with instructors permission
Enrollment Limit: 25
Expected Class Size: 20

Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group P Electives - Premodern
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
LEC Anne Reinhardt

HIST 321 History of U.S.-Japan Relations (D)
Crosslistings: HIST 321/JAPN 321/ASST 321
An unabating tension between conflict and cooperation has been an undercurrent of U.S.-Japan relations in the past 150 years, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the requirements of the Exploring Diversity Initiative by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other. Topics will include early U.S.-Japan encounters; the rise of both countries as imperial powers; the road to, and experience of, World War II; the politics and social history of the postwar American occupation of Japan; the U.S.-Japan security alliance; trade relations; and popular culture. Contemporary topics will also be discussed.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
HIST Group F Electives - U.S. - Canada
MAST Interdepartmental Electives

Not Offered Academic Year 2017
LEC Eiko Sinaiwer

HIST 323 Leadership, Government, and the Governed in Ancient Greece (W)
Crosslistings: CLAS 323/LEAD 323/HIST 323
Vigilant, opportunistic, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cinon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (15-20 pages)
Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred; open to first-year students with instructors permission
Enrollment Limit: 19
Expected Class Size: 12
Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS

HIST 324 The Development of Christianity: 30-600 C.E. (W)
Crosslistings: REL 212/HIST 324
This course will introduce you to the history, writings, practices, and structures of early Christians between 30-600 CE. Who were "Christians" and how did they understand and define themselves in this time period? What historical and cultural factors influenced the ways in which Christians were perceived, could imagine themselves, and lived? While this class addresses the basic flow of events and major figures in early Christian history, it will also require you to develop a critical framework for the study of history in general. In addition, you will gain significant experience in the critical analysis of primary source materials. Special attention will be paid to the incredible diversity of early Christian thought and practice.

Class Format: lecture/discussion; in-class group work
Requirements/Evaluation: active and informed participation, one reflection paper (1 page), two textual analysis papers (3-4 pages)—at least one to be revised (option to revise both)
Extra Info: additional requirements: one historiographical analysis (5-7 pages), and a take-home final exam
Prerequisites: none
Enrollment Preferences: sophomores considering a major in Religion or History, then senior and junior majors in these departments

Enrollment Limit: 19
Expected Class Size: 19

LEC Kerry Christensen

HIST 326 The Development of Christianity: 30-600 C.E. (W)
Crosslistings: REL 212/HIST 326
This course will introduce you to the history, writings, practices, and structures of early Christians between 30-600 CE. Who were "Christians" and how did they understand and define themselves in this time period? What historical and cultural factors influenced the ways in which Christians were perceived, could imagine themselves, and lived? While this class addresses the basic flow of events and major figures in early Christian history, it will also require you to develop a critical framework for the study of history in general. In addition, you will gain significant experience in the critical analysis of primary source materials. Special attention will be paid to the incredible diversity of early Christian thought and practice.

Class Format: lecture/discussion; in-class group work
Requirements/Evaluation: active and informed participation, one reflection paper (1 page), two textual analysis papers (3-4 pages)—at least one to be revised (option to revise both)
Extra Info: additional requirements: one historiographical analysis (5-7 pages), and a take-home final exam
Prerequisites: none
Enrollment Preferences: sophomores considering a major in Religion or History, then senior and junior majors in these departments

Enrollment Limit: 19
Expected Class Size: 19

LEC Kerry Christensen
HIST 326 War in European History
From the ancient world to the twentieth century, war has always played an important part in European history. Europeans have not only constantly been at war with other Europeans, but also with neighboring cultures and, indeed, most peoples around the globe. This course will introduce students to the history of European warfare from its origins in the classical and medieval periods to its maturation in the early modern period (1450-1815), and its disastrous culmination in the nationalist struggles of the nineteenth and twentieth centuries. Has there been a distinctively “European Way of War” from the beginning? How do we explain failure and success in European wars? What exactly happened at the strategic, operational, and tactical levels of war? And what caused changes in the organization and waging of European war from one period to the next?

Requirements/Evaluation: evaluation will be based on class participation, one short research paper, and midterm and final exams
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: none
Expected Class Size: 30-40
Distributional Requirements: Division 2
Other Attributes:
- HIST Group C Electives - Europe and Russia
- HIST Group P Electives - Premodern
- LEAD Facets or Domains of Leadership

HIST 327 Law in the Middle Ages
Medieval laws form the foundation for much of our modern legal system. They also constitute crucial but problematic sources for our understanding of medieval society. This course will cover law from the sixth through the fourteenth centuries, with special emphasis on the law of the Roman empire and the law of the Christian church. Through smaller units on Law in Antiquity, Law in the Early Middle Ages, The High Medieval Legal Tradition, and Marriage in Canon Law, we will gain some exposure to the depth and complexity of the medieval legal tradition. We will spend most of our time with the legal sources themselves, concentrating specifically on legislation dealing with marriage, the settlement of disputes, and crime of all kinds. Along the way, we will also study the early history of lawyers and the legal profession. No prior experience with the Middle Ages is expected.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on three short papers on specific problems presented by our sources, and a final, longer essay
Prerequisites: none
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes:
- HIST Group C Electives - Europe and Russia
- HIST Group P Electives - Premodern
- JUST Interdepartmental Electives
- JUST Enactment/Applications in Institutions

HIST 328 Witchcraft
Crosslistings: HIST 328/REL 328
A wide variety of human cultures have accepted the existence of the supernatural, the reality of magic, and the possibility of magical transgression. Among the most common supernatural crimes is witchcraft, which societies can invoke to explain natural disasters and disease, and to blame these occurrences on specific individuals, often social outcasts. Witchcraft became a particular focus of fear and fascination in Early Modern Europe, when witch-hunting and trials increased dramatically. In Western Christendom was threatened by a vast, covert conspiracy of witches in league with the devil. Countless “witches”—most of them women—were accordingly tried, tortured and sometimes even executed. Our course will examine these bizarre events in a context of religious, cultural, and intellectual factors that might help explain them. We will begin by investigating the medieval legal and theological developments that enabled and encouraged the persecution of witches, and go on to study some of the most important and sensational witch trials of the later medieval and early modern periods. Throughout, we will encounter many strange and intriguing documents produced by the inquisitors who prosecuted witches, the scholars who imagined their activities, and the laws that defined their crimes. No prior experience with European history is required for this seminar, which will emphasize thoughtful writing and discussion.

Class Format: seminar
Requirements/Evaluation: weekly 500-word essays and one class presentation
Prerequisites: none
Enrollment Limit: 25
Distributional Requirements: Division 2
Other Attributes:
- HIST Group C Electives - Europe and Russia
- HIST Group P Electives - Premodern

HIST 332(S) Queer Europe: Sexualities and Politics since 1850 (D)
Crosslistings: HIST 332/WGSS 331
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the later nineteenth century to the present. By placing queer sexualities within their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: the role of the new science of sexuality in specifying various "sexual perversions"; the rise of heterosexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the politics of 1950s homophobic organizing and the 1970s Gay Liberation Movement; and the recent politics of gay marriage. The course will focus primarily on Britain, France, and Germany, but also on Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will also be discussed. “Queer Europe” meets the requirements of the Exploring Diversity Initiative insofar as it explores how sexual difference has been constituted, contested, and experienced and how what we assume to be the “sexual norm” has a profoundly political history.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class discussion, the posting of four 500 word response papers, two 6- to 8-page interpretive essays, and a final research paper of approximately 12-15 pages
Prerequisites: none
Enrollment Preferences: junior and senior History and Women's Gender & Sexualities majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes:
- HIST Group C Electives - Europe and Russia

Spring 2017
SEM Section: 01 MR 01:10 PM 02:25 PM Chris Waters

HIST 333 Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945-1990
Crosslistings: HIST 333/WGSS 332
A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the “bourgeoisization” of the working class; in the 1960s, the advent of the so-called “Permissive Society” witnessed the flourishing of a new culture of sex, drugs, and rock ‘n’ roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation’s apparent terminal decline, repudiating much of the progressive legislative earlier decades by turning the clock back; finally, throughout this period successive waves of immigration appeared to many to challenge the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be “postwar” in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.

Class Format: discussion
Requirements/Evaluation: class discussion, two 8-10 page interpretive essays, and a self-scheduled final examination
Prerequisites: none
Enrollment Preferences: junior and senior History and Women's, Gender & Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes:
- HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017
SEM Chris Waters

HIST 335(F) Weimar Germany
The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will
consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized in Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbinger of its future.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based upon participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

**Prerequisites:** none

**Enrollment Preferences:** students with background in European history, or History majors

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Distributional Requirements:**

Division 2

**Other Attributes:**

HIST Group C Electives - Europe and Russia

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**HIST 336(S) National-Socialist Germany (D)**

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate some of the principal historiographical debates relating to National-Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the expropriation of the Volksgemeinschaft; the popularity of National Socialism; the wars and the defeat of Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre-war persecution of Jews; popular German anti-Semitism; the regime’s euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the “Final Solution to the Jewish Problem”; Germany's knowledge and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathetic approach to National-Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active and effective participation in class discussion, two 5-page analytic essays on two of the topics considered in the course, and a final 7-page interpretative essay

**Extra Info:** the two analytic essays on an assigned course topic (50%); the final interpretative essay (30%); class participation (20%)

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Distributional Requirements:**

Division 2

Exploring Diversity

**Other Attributes:**

HIST Group C Electives - Europe and Russia

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**HIST 337(A) Envisioning Empire: Geography in the Graeco-Roman World**

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians’ efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany’s genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians’ debates about Germany’s exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

**Class Format:** mostly discussion

**Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Distributional Requirements:**

Division 2

**Other Attributes:**

HIST Group C Electives - Europe and Russia

JWST Core Electives

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**HIST 338(F) The History of the Holocaust**

Crosslistings: HIST 338, JWST 338, REL 296

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians’ efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany’s genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians’ debates about Germany’s exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

**Class Format:** mostly discussion

**Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Distributional Requirements:**

Division 2

**Other Attributes:**

HIST Group C Electives - Europe and Russia

JWST Core Electives

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**HIST 339 Marx and His Times (and Marx's Relevance Today)**

Growing economic inequality—at home and in the world—is fuelling powerful new protest movements reminiscent of the times of revolution in which Karl Marx played such an important role. Not surprisingly, activists, journalists, and academics have revived interest in studying Marx—the man, the activist, the theoretician—to discover his continuing relevance today. In this class, we will study Marx by reading some of his major political writings—e.g. The Communist Manifesto, The Civil War in France—in the context of the revolutions he was engaged in (the 1848 revolutions, the Paris Commune of 1871); we will study his activism, particularly the organization of the First International (1864-1876), Marx's disputes with anarchists and social democrats (Critique of the Gotha Programme), and his attitude towards the non-white world, through reading his correspondence and newspaper articles, as well as recent biographies; and we will read excerpts from his major theoretical and philosophical works, e.g., On the Jewish Question, The Economic and Philosophical Manuscripts and Capital, with an eye towards understanding how he changed and developed his ideas over time.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, and 2-3 medium sized papers

**Prerequisites:** none; open to all

**Enrollment Preferences:** History majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:**

Division 2

**Other Attributes:**

HIST Group C Electives - Europe and Russia

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**HIST 341 Envisioning Empire: Geography in the Graeco-Roman World**

Crosslistings: CLAS 341/HIST 341/ARTH 239

During the first century BCE, successive civil wars divided the Roman Empire among ethnic, geographical and partisan lines. Octavius' victory at battle of Actium in 31 BCE officially brought an end to the Roman civil wars, but it did not in itself signify the end of the Roman Empire. From this point, uncertainty arose the geographical texts of the Augustan age. The genre of universal geography provided a convenient means to reconfigure identity boundaries in post-Augustan world. By delineating stable borders between the peoples and provinces, geographical texts (whether written, sculptural or pictorial) literally mapped out identity boundaries and power relationships to create a new, unified image of the Roman Empire. This course examines the political and cosmological implications geographical sources produced under the Roman Empire, including the Rosse Gestae of Augustus, Strabo's Geography and Tacitus' Germania. We will also look at maps and other visual representations of the Roman world, such as the personification groups depicted on the Roman imperial cult temples at Aphrodisias and Pisidian Antioch. Discussion will focus on such issues as the relationship between geography and ethnography and the differences between modern cartography and the geographical mapping techniques used in the ancient world.

**Class Format:** seminar/lecture/discussion

**Requirements/Evaluation:** evaluation will be based on classroom performance; a midterm and one 12-15 page paper

**Prerequisites:** none

**Enrollment Preferences:** majors or prospective majors in Classics, Anthropology, and History

**Enrollment Limit:** 25

**Distribution Notes:** meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST

**Distributional Requirements:**

Division 1

Exploring Diversity

**Other Attributes:**

HIST Group C Electives - Europe and Russia

HIST Group P Electives - Premodern

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**HIST 343 Conquistadors in the New World**

Crosslistings: HIST 343, LAT 343

The Spanish conquest of the Americas happened with astonishing rapidity. Christopher Columbus entered the Caribbean in 1492; Hernando Cortes completed the conquest of the Aztecs of central Mexico in 1521; Francisco Pizarro triumphantly entered the Inca capital Cuzco, in Peru, in 1533. Other conquistadors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazon basin to the Atlantic. “We came," wrote the conquistador Bernal Dias del Castillo, “to serve God, and our King, and to get rich.” Their deeds were legendary, the courage, determination and endurance remarkable. They were also notoriously quarrelsome, greedy, and cruel. Before their onslaught the major civilizations of the New World crumbled—destroyed or changed beyond recognition. Rarely in history have such few conquered so many so swiftly. The conquest of the New World has both excited and appalled the human imagination for more than five centuries. Many questions remain to be answered or are still capable of provoking controversy. Who exactly were the conquistadors? What motivated them? What meaning did they themselves assign to their actions? How could they justify their many misdeeds? How did they develop their sense of the Other? Why did resistance by indigenous peoples and regimes ultimately fail?
Was the conquest somehow preordained? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquistadors and the Amerindian worlds?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, response papers, two short papers, and a longer (10-12-page) final essay

**Prerequisites:** History majors

**Enrollment Limit:** 25

**Expected Class Size:** 15-20

**Distributional Requirements:** Division 2

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**HIST 347(S) Democracy and Dictatorship in Latin America**

The inability—or failure—of Latin American countries to establish stable and democratic governments has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies in Brazil, Argentina, Mexico, Peru, and the countries of Central America.

In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes “democratic” or “dictatorial”—and the implications of our choice of criteria.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, response papers, and a final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 15-20

**Distributional Requirements:** Division 2

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**HIST 352(F,S) Americans and the Maritime Environment (W)**

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several field sites, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind’s changing relationship with the world’s oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

**Class Format:** lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

**Requirements/Evaluation:** two papers, short presentation, and final exam. Student papers will be a 5-page minimum and a 15-page minimum essay. The papers will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style

**Extra Info:** offered only at Mystic Seaport

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Distributional Requirements:** Division 2

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**HIST 353 Before Independence: British North America, 1607-1763**

This course will explore the political, social, and cultural history of British North America from its first colonization to the coming of the American Revolution. The course will mix case studies of the specific colonies with broader explorations of imperial rivalries for control of North America, the various forms of cross-cultural interaction between colonists and Native Americans, and the place of colonial America within the broader world (or what historians now call the Atlantic World).

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, two writing assignments, and a final project

**Prerequisites:** none

**Enrollment Prerequisites:** History majors

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Distributional Requirements:** Division 2

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**HIST 354(F) The Revolutionary Generation: Galaxy of Leaders Crosslistings:** LEAD 285/PSCI 285/HIST 354

The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character. Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison’s and Hamilton’s Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on three papers, several class presentations, and active participation in all discussions

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

**Enrollment Prerequisites:** students with a background in Leadership Studies, American History or American Political Science

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:** Division 2

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**HIST 355 Perspectives on the American Revolution Crosslistings:** HIST 355/LEAD 255

The American Revolution remains one of the most-studied events in American history. Yet, agreement about its main causes, significance, and purpose remains as distant as ever. Some historians argue that political ideas and principles brought about calls for Independence. Others emphasize the economic motives behind revolutionary fervor. Still others argue that British political institutions failed to adapt to the needs of a growing empire, leading colonists to replace British imperial rule with a form of government suited to their local exigencies. Some have told the story through the eyes of the Founding Fathers, while others have explored what the American Revolution meant for the lived experience of average citizens, of free and enslaved African Americans, of Native Americans, and of peoples living beyond North America. Collectively, such a range of studies speaks to the significance of the American Revolution. Individually, however, these varying perspectives provide a fragmented picture of the era and its people. Through readings, lectures, and primary sources, this class will explore these different views of the Revolution and try to create some synthetic unity out of this historical kaleidoscope.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation (25%), mid-term (20%) and final (25%) exams, and a final project (35%)

**Prerequisites:** none; open to all

**Enrollment Prerequisites:** History majors and Leadership Studies concentrations

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Distributional Requirements:** Division 2

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**HIST 357 Beyond Tonto: American Indians in Film (D)**

This course will explore the political, social, and cultural history of British North America from its first colonization to the coming of the American Revolution.
Crosslistings: AMST 257/HIST 357/ARTH 260/ENGL 260/COMP 273
In 1893, Thomas Edison unveiled the kinetoscope and allowed audience members to glimpse the Hopi Snake Dance by peeking into the device's viewing window. Since the birth of the motion picture, films portraying Native Americans (often with non-Native actors in redface) have drawn upon earlier frontier mythology, art, literature, and Wild West performances. These depictions in film have embedded romanticized and stereotyped ideas about American Indians in the imaginations of audiences throughout the United States and around the world. In this course, we will critically examine representations of American Indians in film, ranging from the origins of the motion picture industry to the works of contemporary Native filmmakers who challenge earlier paradigms. We will reflect upon revisionist narratives, the use of film as a form of activism, Indigenous aesthetics and storytelling techniques, reflexivity, and parody. Throughout the semester, we will view and discuss ethnographic, documentary, and narrative films. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will examine power relations, cross-cultural interaction, and Indigenous social experiences.

Class Format: seminar
Requirements/Evaluation: attend evening film screenings each week; two short papers; and a 10-page final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: American Studies majors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under AMST or HIST; meets Division 1 requirement if registration is under ENGL, ARTH, or COMP

Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
FMST Core Courses
HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
SEM Doug Kiel

HIST 358(S) The Roosevelt Style of Leadership
Crosslistings: LEAD 325/HIST 358
In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosvelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Class Format: seminar
Requirements/Evaluation: evaluation based on participation in class discussions, formal reports, two research papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar
Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada

Spring 2017
SEM Section: 01 T 01:10 PM 03:50 PM Susan Dunn

HIST 359 The Politics of Presidential Leadership, 1776-1860
Crosslistings: HIST 359/LEAD 259
This course will trace the development of the presidency from George Washington to Abraham Lincoln. By focusing on the most consequential presidents of the period, the class will explore presidential successes and failures during times of peace and prosperity and during times of war and depression. As often as possible, the class will also examine the tactics of these presidents' political rivals to understand how competing politicians tried to navigate the social and political terrain of their day. Through the study of biography and primary sources, students will offer critical appraisals of presidents and leave the course with a historical understanding of the types of challenges that those who have held the office have often faced. The course will also provide an in-depth survey of United States political history during the tumultuous early years of the nation.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation (25%), class presentation (10%), group presentation (5%), two essay assignments (each 15%), and a final project (30%)
Prerequisites: none
Enrollment Preferences: History majors and Leadership Studies concentrators

Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern
LEAD American Economic Leadership
LEAD Facets or Domains of Leadership

Not offered Academic Year 2017
LEC Patrick Spero

HIST 360 Leadership and Historical Memory
Crosslistings: LEAD 320/HIST 360
Many Americans know Abraham Lincoln as the unconventional national icon chiseled in marble on the Washington Mall. But Lincoln has also been depicted as the paragon of the American self-made man, a symbol of northern aggression toward the South, an inveterate white supremacist, America's first gay president, and even, in our age of absurdist humor, a vampire hunter. Far from being fixed and static, our historical leaders' images have changed as Americans have deployed those images in new ways to make political and cultural claims, to teach their children, to assert a national identity, and to criticize the nation's current political situation. In this course we will critically examine four of the most famous leaders in American history—Abraham Lincoln, Eleanor Roosevelt, John F. Kennedy, and Martin Luther King, Jr.—each of whose image has served as an important site for cultural and social contestation. As we explore how portrayals of these leaders have changed over time, we will ask: Why do we remember our leaders the way we do? What do our images of our leaders tell us about American society and culture? Why have these images changed so dramatically over time? In what ways is the concept of "leadership" itself a historical construction? Our sources will include literature, film, public memorials, and journalism as well as biography and history.

Class Format: research seminar
Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation
Enrollment Preferences: Leadership Studies concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Other Attributes:
HIST Group F Electives - U.S. + Canada
LEAD American Economic Leadership
LEAD Facets or Domains of Leadership

Not offered Academic Year 2017
SEM Mason Williams

HIST 361 U.S. Settler Colonialism and Empire (D)
Crosslistings: AMST 416/HIST 361
Colonialism in American history is too often regarded as a finite period ending with independence or the closing of the frontier, but as Patrick Wolfe argues, "settler colonialism is a structure, not an event." This seminar debunks the myth of the US as an "empire of liberty," and delves into a new generation of scholarship that frames settler colonialism and imperialism as deep-seated organizing principles that have characterized the United States since its founding. We approach settler colonialism as an enduring set of power relations and governmental practices that uphold Euro-American domination and seek to eliminate Indigenous power. The course covers topics such as: ideas of Manifest Destiny, military conquests of Native peoples, the shifting ideas of liberal democracy, mass incarceration as a means of social control, the post-9/11 Global War on Terrorism, the colonial present in Indian Country, and Indigenous decolonization movements and their global parallels.

Class Format: seminar
Requirements/Evaluation: evaluation will be based upon participation in discussions of weekly readings, short reviews, and a final paper that is 12-15 pages
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars
HIST Group F Electives - U.S. + Canada

Not offered Academic Year 2017
SEM Doug Kiel

HIST 362 The 1980s
This course will consider whether and how the 1980s are coming into view as history. Conventional views of the 1980s as being defined by selfishness, greed, and materialism, but that decade also saw society engaged in serious debates about individual and social responsibility, the relationship between the state and society, and about America's role in the world. Understanding this era involves tackling broader questions about liberal, conservative, the welfare state, the cold war, globalization, the presidency, social movements, identity politics, popular culture, religion, and...
the media in modern U.S. history. This course will address some of these questions, examine the varieties of ways in which individuals and social groups conceived and reconciled their personal and political identities, and explore various methods used to assess contemporary history.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on several short writing assignments; two 4- to 5-page essays; and a research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Preferences:** determined by instructor

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

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

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**HIST 363 Cold War Technocultures**

**Crosslistings:** SOC 263/AMST 263/HIST 363/HSIC 263/SCST 263

With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War?" In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's report and the Gaia hypothesis; plans backed by NASA for international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

**Class Format:** seminar

**Requirements/Evaluation:** several short response pieces; a final paper of 10-15 pages

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:** Division 2

**Writing Intensive**

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

Spring 2017

**SEM Section:** 01 MR 01:10 PM 02:25 PM James Nolan

**HIST 367 Frontiers in Early American History, 1607-1846**

This course will tackle one of the most hotly debated topics in American history: the significance of the frontier to the development of North America. The course will have two core themes: the history and historiography of the early American frontier and the various conceptions of the frontier in popular culture and works of fiction. It will explore the changing nature of the frontier (and scholarly interpretations of it) in early American history, tracing expansion, development, and conflict from its earliest occurrences in Virginia and England to the Mexican-American War of 1846. The course will be interdisciplinary in nature with readings and assignments ranging from scholarly writings to fictional works and from contemporary movies to primary sources. This approach will help address questions that historians and the public alike have struggled to answer: What was life really like on a frontier? How do popular conceptions comport with historical realities of frontier life? What exactly did the frontier mean to American history?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** based on class participation, two papers of moderate length, and a comprehensive final examination

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

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

**HIST Group P Electives - Premodern**

**Not Offered Academic Year 2017**

**LEC Patrick Spero**

**HIST 368(F) Development of American Indian Law & Policy (D)**
Crosslistings: AMST 311/HIST 368
In this course, we will conceptualize Native peoples as nations, not merely racial/ethnic minorities. Students will learn about the unique legal landscape in Indian Country by charting the developmental history of tribal governments and the ever-changing body of U.S. law and policy that regulates Indian affairs. We begin by studying Indigenous legal traditions, the European doctrine of discovery, and diplomatic relations between Native nations and European powers. We then shift our focus to treaty-making, the constitutional foundations of federal Indian law, 19th century U.S. Supreme Court decisions, and the growth of the federal bureaucracy in Indian Country. The course devotes considerable attention to the expansion of tribal governmental authority during the 20th century, the contemporary relationship between Indian tribes and the federal/state governments, and the role of federal Indian law as both a tool of U.S. colonial domination and a mechanism for protecting the interests of Indigenous communities. No prior background in law or Native American history is required.

Class Format: lecture
Requirements/Evaluation: evaluation will be based upon short papers, group work, and in-class essay exams
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2

Fall 2016
LEC Section: 01 MR 02:35 PM 03:50 PM  Doug Kiel

HIST 369 American History in Film
Crosslistings: HIST 369/AMST 369
Film can tell a story in ways that words alone cannot; films about history can "re-enact" the past for the purposes of entertainment. But like words, they can inform or disinform. Because the narrative arc requires resolution, movies may gloss over complexities. And yet, filmmakers also can deploy tools and methods that delve deep into the intimacies of a singular life, the intricacies of a singular experience, or the nuances of a singular interaction. This course uses popular films about 19th and 20th century American history explore the following questions: What do movies about America history (generally and specifically) convey about American culture? How have depictions of ideas, events, and people in American history changed over time? What historical depictions were or are controversial, when, and why? Why have certain films about American history sustained popularity? Films include Birth of a Nation; Gone with the Wind; Casablanca; Tora! Tora! Tora!; Malcolm X; Apocalypse Now; and others.

Class Format: seminar; the class will meet twice weekly, with a separate weekly film screening
Requirements/Evaluation: several reviews and short papers, and a final paper or project
Prerequisites: knowledge of American history strongly recommended
Enrollment Preferences: junior and senior History majors; then sophomores; then first years
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2

Other Attributes: HIST Group F Electives - U.S. + Canada
Not Offered Academic Year 2017
SEM  Leslie Brown

HIST 370 African American Urban History
Crosslistings: HIST 370/AFR 366
In the mid twentieth century, the concept of "city" became synonymous with poor African Americans living in the urban centers of the industrial North and West. However, urban African American history stretches back to before the Declaration of Independence. African Americans built and dwelled in great cities North and South. This course will explore the history of African Americans in places like New York, Savannah, Chicago, Miami, and Oakland. We will explore such themes as slavery and freedom in cities, migrations to cities in the early 20th century, the shape of Jim Crow in the North, and the complex interplay between the "black" and Caribbean and African migrants came to urban centers after 1960. We will pay particular attention the history of black urban culture and style, reading texts on fashion, music, dance, and leisure. Students will write one book review (2-3 pages), do an oral presentation, and write two papers. One brief research paper (7-10 pages) and one historiographic essay (7-10 pages).

Class Format: seminar
Requirements/Evaluation: one short book review, one brief research project (7-10 pages), and one historiographic essay
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators and History majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2

HIST 371(S) Oral History: Theory, Methods and Practice
Oral history offers a powerful means to document history "from the bottom up," filling gaps in the historical record and creating ways to make new community connections. Using a variety of texts, including transcripts and recorded interviews, students will consider what oral history offers as a source of information; how oral history is produced and analyzed; legal, ethical, and methodological considerations; the impact of digital technologies on oral history; and the ways that memory, context, and identity shape the interview. The class will include a hands-on component and a group final project, giving students the chance to conduct, archive, use and present interviews. Interviews will be added to the Williams College Archives. The final project will focus on a topic related to local history such as the impact of industry and deindustrialization on northern Berkshire County. All students will be expected to complete several short research and writing assignments; travel off campus to conduct recorded interviews; submit written transcriptions; and participate in the final group project. Additional compulsory class sessions may be added for field trips and workshops.

Class Format: seminar
Requirements/Evaluation: 2 transcribed interviews, 2 short papers, participation, final group project; students must travel off campus to conduct two oral history interviews; interviews to be recorded, transcribed, and archived. Also short papers and final group project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: history majors, juniors
Enrollment Limit: 18
Expected Class Size: 12-15
Distributional Requirements: Division 2

Spring 2017
SEM Section: 01 MR 02:35 PM 03:50 PM  Annie Valk

HIST 372(S) The North American West: Histories and Meanings
This course will explore the various and contested histories of the geographical region of North America that Americans often call "the West". With porous boundaries; changing empires and national borders; and an extraordinarily diverse mix of peoples; and most importantly, continuous indigenous presence to the present day, this region both has a remarkably rich history and raises central questions to how we view American history. What if, from the vantage point of the 1870s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? Or what if, instead of understanding "the West" as a place that people migrated to "from the East", we think about "the West" as a place diversely inhabited for hundreds, even thousands, of years that experienced both very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? Where and how do Americans' stories of western individualism fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, 3 short to moderate writing assignments, and one moderate research paper
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

Other Attributes: AMST Space and Place Electives

HIST 374 American Medical History
This course will cover major themes in American medical history and historiography from the colonial period through to the twentieth century. Every aspect of American "medicine" underwent tremendous transition during the period we will study. Medical education, the medical profession, and notions about cures and care changed fundamentally, as did ideas about the nature of illness and health. Our course of study, in addition to charting ways in which the practice of medicine in America has developed, will make an equal effort to understand how medicine has changed and affected American society. Topics that we will digress include cholera, TB, and childbirth in American society, as well as other medical phenomena.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, two short papers, reading quiz, and a final research paper
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25

Not Offered Academic Year 2017

SEM  Karen Merril

HIST 375 American Medical History

Not Offered Academic Year 2017

SEM
HIST 375 History of American Childhood (D)

This course explores the evolution of American childhood and the ways that race, class, and nationality have complicated the definition and understanding of childhood. We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will explore the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, surveillance, jury duty, work, and military service.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on two short (4-5 page) papers; one longer (10-12 page) paper; an in-class presentation, and participation in class discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors; WGSS majors; Justice & Law Studies concentrators
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

Fall 2016
SEM Section: 01 TF 02:35 PM 03:50 PM Sara Dubow

HIST 378 The History of Sexuality in America

Crosslistings: HIST 378/WGSS 378

Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes and gender roles have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre-colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper
Prerequisites: none
Enrollment Preferences: History majors and Women's Gender & Sexuality majors
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada
WGSS Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
LEC Sara Dubow

HIST 379(S) Black Women in the United States (D)

Crosslistings: HIST 379/AFR 379/WGSS 379

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Of central themes, we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources, and we will also consider music, art, and literature, as well as more standard "historical" texts. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, and race within a U.S. context.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on student participation, three papers, and a brief oral presentation
Prerequisites: none
Enrollment Preferences: History majors and Africana Studies concentrators
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017
LEC Section: 01 W 07:00 PM 09:40 PM Leslie Brown

HIST 380 Comparative American Immigration History (D)

This course examines the underlying tension between the notion of American pluralism and the desire for homogeneity through the study of the history of immigration to the United States from Europe, Latin America, the Caribbean, Asia, the Middle East, and Africa. Special attention will be paid to the conditions in the sending countries and the historical ties of those countries to the United States, immigration and labor recruitment, anti-immigrant sentiments, and the development of American immigration policy. This is an EDI course because it examines how people from different countries and cultures interacted with each other and those already in the United States. Theirs is a story of immigration, exclusion, resistance, accommodation, labor and the creation of an American image of pluralism, coupled with the desire for assimilated immigrants.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on two short critical essay (5-7 pages) and a final oral history/family history 15-20 pages
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ASAM Core Courses
LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2017
LEC Scott Wong

HIST 381(F) From Civil Rights to Black Power (D)

Crosslistings: HIST 381/AFR 381/WGSS 381

This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre-colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper
Prerequisites: none
Enrollment Preferences: History majors and Women's Gender & Sexuality majors
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
LEC Gretchen Long

LEC Sara Dubow
Crosslistings: HIST 381/AFR 381
Focusing on African Americans' demands for the rights and responsibilities of citizenship, and placing their perspectives at the center, this course explores the themes of the black freedom movement as it transpired in the second half of the twentieth century in the United States. The course follows a chronological format that is grounded in post-World War II internationalism and domestic Jim Crow, covers the civil rights and the black power movements of the 1950s and 70s, and then moves toward current issues in black politics. The topics examined include the strategies and organizing principles of legal challenges, direct action protest, black power activism, coalition building, and public intellectual engagement. The class also assesses the intersection between ideology/activism, culture, and local/regional/national perspectives. Finally, the course uses the black freedom movement as a window into other political initiatives of the era.

Class Format: lecture/discussion; second weekly meeting will split into two discussion sections
Requirements/Evaluation: willingness to manage an intensive reading schedule and for their intellectual engagement in class discussions; evaluation will be based on class participation, two short papers, and a take home final exam
Extra Info: course materials incorporate primary, secondary, and documentary sources, including a weekly film
Prerequisites: none; some background (e.g. previous coursework) in 20th century U.S. history, American studies, American politics, or Africana studies is recommended
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives
JLST Enactment/Applications in Institutions
LEAD Facets or Domains of Leadership

Fall 2016
LEC Section: 01 W 07:00 PM 09:40 PM Leslie Brown

HIST 382 Latina/o Politics (D)
Crosslistings: LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggling for political inclusion in the aftermath of World War II, Cuban exile politics and the impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latina/o politics can help us to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3-5 pages each); and a final paper (7-10 pages)
Prerequisites: none
Enrollment Preferences: Latina/o Studies concentrators and History majors; open to first year students
Enrollment Limit: none
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

LEC Scott Wong

HIST 384 Selected Topics in Asian American Studies (D)
Crosslistings: HIST 384/ASST 384
Assuming some previous knowledge of Asian American history, this course will examine a number of specific topics in Asian American Studies. Using historical sources, monographs, graphic memoirs, novels, and films, potential topics include Asians of mixed race, Orientalism, adoption, food culture, the "model minority," legal studies, Asian Americans and the environment, and the impact of war on Asian American history. This is an EDI course because it examines the comparative history of a number of Asian immigrant groups and their relationship with each other and other racialized peoples in American culture.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on a series of writing assignments: four short response papers, two 5- to 7-page essays, and a 10- to 15-page research paper
Prerequisites: none; open to all
Enrollment Limit: 25
Expected Class Size: 10-15
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
Not Offered Academic Year 2017

LEC Carmen Whalen
Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to the legacy of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Distributional Requirements:
Division 2

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

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructors: Jessica Chapman, James Nolan

HIST 388 Decolonization and the Cold War

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies? Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.

Class Format: seminar

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

Distributional Requirements:
Division 2

Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group G Electives - Global History
LEAD American Foreign Policy Leadership

Not Offered Academic Year 2017

SEM Jessica Chapman

HIST 389 The Vietnam Wars

Crosslistings: HIST 389/ASST 389/LEAD 389

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the radicalism, death toll, and complex of ideas that drove the events involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

Class Format: seminar

Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper

Prerequisites: none; open to all

Enrollment Preferences: History and Asian Studies majors

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements:
Division 2

Other Attributes:
HIST Group B Electives - Asia
HIST Group F Electives - U.S. + Canada
LEAD American Foreign Policy Leadership

Not Offered Academic Year 2017

SEM Aparna Kapadia

HIST 390 Transforming the New World and the Old: The Haitian and French Revolutions

Crosslistings: HIST 390/AFR 390

This course focuses on the radical transformative power of the Haitian and French Revolutions, the ways in which they challenged the hierarchies of the New World—of monarchy, aristocracy, the Church, and even of the bourgeoisie—with long-lasting effect. It will show how the two revolutions were intricately interrelated—even though historians of the French Revolution have usually neglected the Haitian Revolution in their narratives—and what they reassembled. This Africana Studies course meets the EDI requirement because it explores the experiences and expressions of the culturally diverse peoples of African descent in the New World, as well as the myriad ways in which they confronted, negotiated, and challenged the dominant U.S. and European hierarchies of race, culture, gender, and class.

Class Format: seminar

Requirements/Evaluation: short paper (8-10 pages), research paper (15 pages), final exam, and class participation

Prerequisites: none

Enrollment Preferences: History majors and Africana Studies concentrators

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:
Division 2

Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017

SEM Shanti Singh

HIST 391 When India was the World: Trade, Travel and History in the Indian Ocean

Crosslistings: HIST 391/ASST 391/GBST 391

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalisation. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

Prerequisites: none; open to all

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements:
Division 2

Other Attributes:
GBST South + Southeast Asia Studies Electives
HIST Group B Electives - Asia
HIST Group F Electives - Premodern
MAST Interdepartmental Electives

Not Offered Academic Year 2017

SEM Aparna Kapadia

HIST 392 History of the Book


From ancient clay tablets, bamboo strips, and papyrus rolls to modern hardbacks, paperbacks, and e-readers, we have so broadly and deeply represented the capacity for humans to create, preserve, and transmit knowledge, information, and ideas as the book. Books have been worshipped and condemned, circulated and censored, censored and destroyed. From works of art to ephemeral trash, they have been public and private, sacred and profane, magical and commonplace. Likewise, notions of the book have influenced every subsequent form of communication and transmission, whether we are browsing film and song "libraries" or "scrolling" down "pages" on the web. This course will explore aspects of the material, social, cultural, and intellectual history of the book, from the invention of the earliest writing...
systems through the modern development of digital media. Our inquiry will span the globe and the millennia, but we will pay special attention to the ancient and medieval Chinese, Greek, and Latin traditions and their enduring influence in the modern world. Topics will include orality and literacy, manuscript production, the invention and spread of printing, typography, reading culture, notions of authorship, libraries and collections, censorship, and the digital book. Through a variety of readings, hands-on exercises, and interactions with our abundant library resources, we will investigate how the changing form and function of the book interact across its long and diverse history. All readings are in translation.

Class Format: seminar
Requirements/Evaluation: class participation, short written assignments, and a final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP ; meets Division 2 requirement if registration is under ASST, HIST or REL
Distributional Requirements:
Division 1
Other Attributes:
HIST Group P Electives - Premodern

Not Offered Academic Year 2017
SEM Edan Dekel

HIST 393(S) Sister Revolutions in France and America
Crosslistings: LEAD 212/HIST 393
In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on three papers, several class presentations, and active participation in class discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: students with backgrounds in American history, French history or Political Science
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern
LEAD Facets or Domains of Leadership

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Susan Dunn

HIST 395(S) Signs of History
Crosslistings: ENGL 395/COMP 395/HIST 395
What is an historical event, and how do such events differ from other occurrences? How are historical changes reflected in or produced by literature, art and other cultural forms? Who or what makes history and what is the nature of historical agency? Is history always "written by the victors," as one says, or are there ways of challenging dominant accounts of the past? This seminar attempts to answer these questions through readings in works of philosophy, poetry, history, prose fiction, film, photography, and cultural criticism that reflect upon the nature of history. Though answers will be multiple, course reading and discussion will in general strive to determine the consequences of understanding history as a site in which reading and writing, experience and narration, and action and interpretation intermingle. Readings may include works by Burke, Hegel, Charlotte Smith, de Tocqueville, Marx & Engels, Woolf, and Benjamin.

Class Format: seminar
Requirements/Evaluation: three papers (two 6 and one 8-10 page) and weekly posts
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English, Comparative Literature, History and German majors
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ENGL or COMP; meets Division 2 requirement if registration is under HIST
Distributional Requirements:
Division 1

Other Attributes:
ENGL Criticism Courses
ENGL Literary Histories B

Spring 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Walter Johnston

HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present (D)
This course will explore Europe's tumultuous relationship with North Africa, focusing on French and British colonialism and its aftermath in the nineteenth and twentieth centuries. Topics to be covered include Napoleon's Egyptian Campaign, the collapse of the Ottoman Empire, Anglo-French rivalry over the Canal and the Suez crisis of 1956, the Algerian Revolution and the anti-Islamic coup in 1991-2, and the migration of North Africans and Indian/Pakistani Muslims to Europe in the post 1945 period. Racial tensions, battles over headscarves, French hip-hop music, and Jewish-Muslim relations in contemporary France are among the topics to be explored with an eye to examining how Europe is coming to terms with its new multicultural identity. By comparing and contrasting Muslim and European societies, and by showing the ways in which colonial power and racial privilege affected these cultures, this course meets the Exploring Diversity Initiative requirement as it seeks to develop an empathetic understanding of the position of Muslims in Europe today.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, a few short papers, and a longer research paper
Prerequisites: none; open to first-year students with instructor's permission
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
ARAB Arabic Studies Electives
GBST Borderline Exiles + Diaspora Studies Electives
HIST Group A Electives - Africa
HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017
SEM Shanti Singh

HIST 402(S) A History of Family in Africa (D) (W)
Crosslistings: HIST 402/AFR 402/GBST 402/WGSS 400
The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

Class Format: seminar
Requirements/Evaluation: seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Kenda Mutongi

HIST 403 Making it in Africa: Business in African History
Crosslistings: HIST 403/AFR 404/LEAD 403
Although Africa has come to be known as a continent that relies heavily on foreign aid, that aid rarely reaches ordinary people. In fact, recent studies have suggested that foreign aid has not helped develop Africa. In spite of the staggering problems that ordinary Africans face, many see Africa—now more than ever before—as a place bursting with promise and opportunity, even if that opportunity may require challenges to conventional economic and political thinking. Increasingly, an innovative class of entrepreneurs is emerging in Africa that is hustling in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also consider the effects of entrepreneurship innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in discussion, several short papers, and a final research paper
HIST 409 Crescent, Cross, and Star. Religion and Politics in the Middle East (D) (W)

Crosslistings: HIST 409/ARAB 409/GBST 409

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:

Division 2

Other Attributes:
HIST Group A Electives - Africa

Not Offered Academic Year 2017

SEM

Enrollment Preferences: History majors

Expected Class Size: 12

Distribution Notes:

meets Division 2 requirement if registration is under ARAB

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

ARAB Ancient Studies Electives

GBST Middle Eastern Studies Electives

JWST Elective Courses

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial

Requirements/Evaluation: weekly papers and critiques

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: History or Asian Studies majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:
HIST Group B Electives - Asia

Spring 2017

TUT Section: T1 TBA  Anne Reinhardt

HIST 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W)

Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405

Enrollment Limit: 19

Expected Class Size: 12

Distribution Notes:

meets Division 2 requirement if registration is under ARAB

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

ARAB Arabic Studies Electives

GBST Middle Eastern Studies Electives

JWST Elective Courses

Not Offered Academic Year 2017

SEM Magnus Bernhardsson

Enrollment Preferences: History majors

Expected Class Size: 15

Distribution Notes:

meets Division 2 requirement if registration is under ARAB

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

ARAB Ancient Studies Electives

GBST Middle Eastern Studies Electives

JWST Elective Courses

Not Offered Academic Year 2017

SEM Magnus Bernhardsson

HIST 413T(S) History of Taiwan (W)

Crosslistings: HIST 413/ASST 413

Not Offered Academic Year 2017

SEM

Enrollment Preferences: History majors

Expected Class Size: 15

Distribution Notes:

meets Division 2 requirement if registration is under COMP

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

GBST South + Southeast Asia Studies Electives

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial

Requirements/Evaluation: weekly papers and critiques

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: History or Asian Studies majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:
HIST Group B Electives - Asia

Spring 2017

TUT Section: T1 TBA  Anne Reinhardt

HIST 414 Merchant Cultures and Capitalist Classes in China and India

Crosslistings: HIST 414/ASST 414

Enrollment Preferences: advanced History and Asian Studies majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:

Division 2

Other Attributes:
HIST Group B Electives - Asia

Not Offered Academic Year 2017

SEM Anne Reinhardt

As the expression "Chindia" in the title of a recent book suggests, contemporary commentators find it difficult to resist conflating the rise of China and India as economic powers in the early 21st century. There are, however, both significant parallels between the two national histories and important distinctions that shape their contemporary viewpoints and roles. This seminar will examine various historical dimensions of entrepreneurial activity in China and India from the early modern period through the twentieth century. It will focus on topics such as indigenous forms of merchant organization, the impact of nineteenth-century imperialism, the adoption of Western business forms and methods, and the relationship of entrepreneurial elites to the modern state.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on participation in discussion, several short papers, a literature review, and a final research paper

Prerequisites: upper division work in History or Asian Studies

Enrollment Preferences: advanced History and Asian Studies majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:

Division 2

Other Attributes:
HIST Group B Electives - Asia

Not Offered Academic Year 2017

SEM Anne Reinhardt

HIST 415 Gods and Kings: Historical Narratives from India (W)

Crosslistings: HIST 415/ASST 415/COMP 415

Enrollment Preferences: History or Asian Studies majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:

Division 2

Other Attributes:
HIST Group B Electives - Asia

Not Offered Academic Year 2017

SEM

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Class Format: tutorial

Requirements/Evaluation: weekly papers and critiques

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: History or Asian Studies majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:
HIST Group B Electives - Asia

Spring 2017

TUT Section: T1 TBA  Anne Reinhardt

HIST 415 Gods and Kings: Historical Narratives from India (W)

Crosslistings: HIST 415/ASST 415/COMP 415

Enrollment Preferences: History or Asian Studies majors

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:

Division 2

Other Attributes:
HIST Group B Electives - Asia
HIST 424(S) The Dark Ages: Gaul after the Fall of Rome
What made Antiquity different from the Middle Ages? What changed after the Roman Empire ceased to exist in the West? This seminar will approach these transitional centuries as some of the most colorful and fascinating texts and images remaining from Rome. In examining several of these, this seminar will approach key questions such as: What made Antiquity different from the Middle Ages? What changed after the Western Roman Empire ceased to exist in the West? How do we understand the history of the Merovingian dynasty? How were these transitional centuries influenced by the diversity of cultures that existed in the region? How do we understand the role of Christianity in shaping the history of the Merovingian dynasty? How do we understand the role of the Merovingian dynasty in shaping the history of Western Europe?

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: senior, then junior History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern

HIST 433 The Justice of Violence? Histories of Terrorism in Europe
Crosslistings: HIST 433/JWST 433
The word "terrorism" entered the English language in 1795, an import from France that referred to the use of violence and intimidation by the ruling party during one phase of the French Revolution. Over the ensuing two centuries, terrorism has come to refer to the employment of violence, not only as a means of governing, but also and more often as a means of undermining the authority of those in power. This seminar examines a series of episodes of terrorism in Europe from the "terror" of the French Revolution to the late twentieth century. It also explores various interpretations of the legitimacy and ethics of political violence and the phenomenon of terrorism in different historical contexts. In addition to common readings, students will conduct independent research on some aspect of the history of terrorism that will culminate in a 20-page paper.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia
JLST Interdepartmental Electives
JWST Core Electives
Not Offered Academic Year 2017
SEM Alexandra Garbarini

HIST 434 The Meaning of Diaspora and the Jews of Europe
Crosslistings: HIST 434/JWST 434
Dispersal, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, its economic value, and cultural significance. In the first half of the semester, in discussions of common readings, the seminar examines various interpretations of Jews' diasporic existence from the nineteenth century to the present, both as a cultural practice and as a form of group identity from which political claims have been made. We will test the proposition that "The Modern Age is the Jewish Age," that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity not just of Jewishness. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewish diaspora that will culminate in a 20-page paper. The seminar will continue to meet weekly as a research colloquium, to provide a forum for students to present their research and drafts in progress and provide feedback on fellow students' work.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper.
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors and Jewish Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia
JWST Capstone Course
JWST Core Electives
Not Offered Academic Year 2017
SEM Alexandra Garbarini

HIST 438 Religion and Secularism in Modern Europe and Russia (W)
This course will explore the complex and changing interplay between religion and secularity in modern Europe and Russia through an examination of selected topics from the Enlightenment to the present, including the interrelationships between religion on the one hand and politics, revolution, secularism, anti-Semitism, and Islamophobic ideologies, the formation of imperial and national polities and identities, social and economic change, women and gender, and the rise of consumerism on the other. The influence and fate of religion in modern Europe present a complex and contradictory pattern. Increased religious tolerance and pluralism have coexisted with intense anti-clericalism, militant secularism, virulent anti-Semitism, and Islamophobia; religious revival and innovation have coexisted with skepticism, secularization, and dechristianization; both religion and irreligion have served as bases for political mobilization and powerfully shaped personal, national, and transnational identities. Demonstrating a long-term trajectory toward secularism, Europe for some scholars reflects the inexorable process of modernization; other scholars reject this claim and contend that Europe’s experience is unique in a global context. As evidence, some point to the apparent vitality of religion in imperial Russia and the revival of religious profession and identity in post-communist Russia. In addition to exploring the complex and changing interplay between religion and secularity in modern Europe and Russia through an examination of selected topics from the Enlightenment to the present, including the interrelationships between religion on the one hand and politics, revolution, secularism, anti-Semitism, and Islamophobic ideologies, the formation of imperial and national polities and identities, social and economic change, women and gender, and the rise of consumerism on the other.

Class Format: seminar
Requirements/Evaluation: weekly 2-page responses to readings, two oral presentations, and a research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, but some background in modern European or/and Russian history or/and religious studies is recommended
Enrollment Preferences: History, Russian, Religion majors; students with relevant background; seniors/juniors
Enrollment Limit: 15
Expected Class Size: 7-10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia

HIST 440/LEAD 440 The Russian Revolution at 100 (W)
Crosslistings: HIST 440/LEAD 440
100 years ago the February Revolution of 1917 began a process of revolution through which a new type of political regime attempted to create a modern communist society, economy, and culture. By the 1930s this process of revolutionary transformation had developed into the Stalinist system, characterized by a hypertrophic state, rapid industrialization and the destruction of peasant agriculture, radical social and cultural change combined with traditionalism, and extensive state welfare combined with unprecedented state violence, all presided over by the towering figure of Joseph Stalin. The purpose of this seminar is to enable students to explore the sources and dynamics of this revolutionary process and to assess its meaning and significance in light of the past 100 years through both common readings and a substantial independent research project. Class meetings therefore will be devoted both to the discussion of common readings intended to familiarize students with the main aspects and interpretations of the Revolution, as well as with some of the sources on which these interpretations are based, and to helping students with their research. Research topics can focus on any aspect of the Revolution, defined broadly as the period between 1900 and 1939.

Class Format: seminar
Requirements/Evaluation: short response papers, 2-3 oral presentations, substantial 18- to 25-page research paper, and class discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, but some familiarity with modern Russian or European history or background in Russian studies would be helpful
Enrollment Preferences: History majors, Leadership Studies concentrators, and students with some background in modern Russian/European history or Russian studies
Enrollment Limit: 14
Expected Class Size: 6-10
Dept. Notes: Fulfills Advanced Seminar and Group C requirements
Distributional Requirements: Division 2
Writing Intensive
HIST 443 Race and Ethnicity in Latin America (D)
Crosslistings: HIST 443/AFR 443

Race and ethnicity have been central to the formation of national identities in Latin America, as well as to the creation of transnational networks that include Latin Americans. This seminar will critically examine familiar characterizations of Brazil and other countries as "racial democracies" and look at the historical roots and political impact of both "positive" and "negative" stereotypes of race relations in the region.

To do this we will explore the rise and decline of slavery, the changing constructions of indigenous and Afro-Latin American identities at national and transnational levels, and to the emergence of new Black Movements and other racial and ethnic activism in Colombia, Guatemala, Brazil, and elsewhere.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, one short paper, and a substantial (20-25 page) research paper
Enrollment Preferences: History majors and Latino/a Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Extra Info: Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group D Electives - Latin America + Caribbean

Not Offered Academic Year 2017
LEC Roger Kittleson

HIST 444 The Black Republic—Haiti in History and Imagination (D)
Crosslistings: AFR 444/HIST 444

This senior Africana capstone course/History seminar explores the central role of Haiti in the American and the transnational pan-African imaginations. As home to the world's only successful slave rebellion, Haiti has been a role model of tremendous importance, stimulating slave rebellions in America and throughout the Caribbean, playing an instrumental role in the liberation of South America from the Spanish, and inspiring decolonization movements in Africa and the Caribbean in the 20th century. Not surprisingly, it has had tenuous relations with both its colonial occupiers, France, and its most powerful neighbor, the United States. From isolation and sanctions, to occupation and U.S. supported dictatorship, this seminar traces the historical silencing suffered by Haiti at the hands of western historians, the vivid images Haitians evoke in the American imagination—from boat people and carriers of Aids, to practitioners of voodoo and creators of a uniquely African-Caribbean art—and the role of the French and American governments in the recent coup against President Jean-Bertrand Aristide. Film, dance, literature, music, history, anthropology and religion will be explored in this interdisciplinary course, with an eye towards helping students produce an original work of their own as the final project. By examining Haiti's fraught racial relations—particularly between Haitian blacks and mulattoes—and her early and unique black power movement—horticulture—this class fulfills the requirements of the Exploring Diversity Initiative.

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, a short paper, and the completion of an original research paper or project
Extra Info: all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators and History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Extra Info: the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.

Class Format: seminar
Requirements/Evaluation: 20-page research paper, which students will write
Enrollment Preferences: Women's, Gender and Sexuality Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada

HIST 456/AFR 456/AMST 456

Aids, to practitioners of voodoo and creators of a uniquely African-Caribbean art—and the role of the French and American governments in the recent coup against President Jean-Bertrand Aristide. Film, dance, literature, music, history, anthropology and religion will be explored in this interdisciplinary course, with an eye towards helping students produce an original work of their own as the final project. By examining Haiti's fraught racial relations—particularly between Haitian blacks and mulattoes—and her early and unique black power movement—horticulture—this class fulfills the requirements of the Exploring Diversity Initiative.

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, a short paper, and the completion of an original research paper or project
Extra Info: all projects will have some written component, but may include a dance performance, spoken word, fieldwork etc.
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators and History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Extra Info: the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.

Class Format: seminar
Requirements/Evaluation: 20-page research paper, which students will write
Enrollment Preferences: Women's, Gender and Sexuality Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada

HIST 457 Gender, Law, and Politics in U.S. History
Crosslistings: HIST 457/WGSS 457

This seminar explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights and obligations such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, and the family. While we will read some court cases, the focus of the seminar is on the broader relationship between law and society. Readings will address not only the history of statutory law, and of the lawsuits and trials testing those laws, but also the social history of the impact of the law and the political history of efforts to change laws.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on an extensive (20-25 page) research paper that makes use of primary and secondary sources, brief papers on the weekly readings, and class participation
Prerequisites: none
Enrollment Preferences: senior History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Extra Info: the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.

Class Format: seminar
Requirements/Evaluation: 20-page research paper, which students will write
Enrollment Preferences: Women's, Gender and Sexuality Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada
HIST 459 Jim Crow: American Apartheid (D)
Crosslistings: HIST 459/AFR 459
Between 1865 and 1965 while Americans developed and deployed a set of practices that sanctioned racial discrimination. Jim Crow—as this American system of apartheid was called—is one of the least studied aspects of U. S. History. This course explores the law, cultural, economic, and politics of Jim Crow; the dynamics of racialized power; and the roles of media and history in sustaining racial inequality. Informed by how segregation operated to construct and sustain differences, it qualifies as an Exploring Diversity Initiative course by linking the issue of diversity to the issue of power relations, investigating how American institutions enabled and maintained racial disparities despite constitutional guarantees, and considering how the legacy of racial discrimination affects current domestic issues like public education, affirmative action, and the persistence of poverty. In addition to covering race theory in historical context, the course suggests that current scientific ideas about race—that there are no consequential biological differences among humans—is a recent discovery. Finally, the course examines the discrete development of black communities, institutions, politics, and racial destiny.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation and two shorter assignments leading up to a longer research paper
Enrollment Preferences: junior and senior History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U. S. + Canada
Not Offered Academic Year 2017
SEM Leslie Brown

HIST 460(S) Modern American Indian Social and Political History (D)
Crosslistings: AMST 460/HIST 460
Popular narratives of American Indian history often conclude with the 1890 Wounded Knee Massacre and fail to acknowledge the endurance and resurgence of modern Indigenous nations. In this readings seminar, we will historicize modern social and political issues in Native America and examine the processes of resistance, renewal, accommodation, and change from the reservation era to the present. Course topics will include: treaty rights and tribal sovereignty, federal Indian policy, social movements, reservation governance, economic development, cultural revitalization, conflict over natural resources, identity and belonging, and urban experiences. We will also reflect upon the various interdisciplinary sources and interdisciplinary methods of Indigenous studies.
Class Format: seminar
Requirements/Evaluation: attendance/participation in discussion, two short 5-page papers, and a 12- to 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: American Studies majors and History majors
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives

Spring 2017
SEM Section: 01 T 01:10 PM 03:50 PM Doug Kiel

HIST 464 The United States and the Vietnam War
Crosslistings: HIST 464/LEAD 464
U.S. involvement in Vietnam affected nearly every aspect of American life, including the country’s overall foreign policy, its military strategy, the relationship between various branches of government, the nation’s political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America’s war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history—and in the role of the U.S. in the world—by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20- to 25-page paper, based in primary sources, on one aspect of America’s Vietnam War.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper
Enrollment Preferences: advanced History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U. S. + Canada
LEAD American Foreign Policy Leadership
Not Offered Academic Year 2017
SEM Scott Wong

HIST 465 War and Remembrance in Vietnam (W)
Crosslistings: HIST 465/ASST 465
This seminar, which includes a required spring break field trip to Vietnam, examines how that country’s twentieth century wars for independence have been remembered, memorialized, and represented by the Vietnamese state, by citizens and scholars, and by the ever-growing number of international tourists who visit Vietnam each year. All class members are eligible to participate in the spring break field trip at no cost. In the weeks leading up to the trip, students will read a number of scholarly works on war and memory that will prepare them to think critically and knowledgeably about the representations of Vietnam’s recent past that they encounter inside the country’s borders. Students will consider the following questions: What factors influence representations of war in Vietnam? What cultural assumptions underlie them? What political, social, or economic purposes might they serve? How do official memorials in state-run museums and monuments differ from other perspectives? How do Vietnamese memories and representations of the Vietnam Wars differ from American memories and representations, and for what reasons? These questions will serve as the basis for a research paper or final project on one aspect of war and remembrance in Vietnam that students will complete during the second half of the semester, based in part on observations recorded during the trip.
Class Format: seminar
Requirements/Evaluation: class participation, several short writing assignments, and a substantial final research paper or other approved final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History and Asian Studies majors; students with prior coursework related to the Vietnam Wars
Enrollment Limit: 10
Expected Class Size: 10
Dept. Notes: this course can only accommodate 10 students due to the required field trip to Vietnam, funded by the Global Initiatives Fund
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group B Electives - Asia
HIST Group F Electives - U. S. + Canada
Not Offered Academic Year 2017
SEM Jessica Chapman

HIST 469 Notions of Race and Ethnicity in American Culture (D)
Crosslistings: HIST 469/AMST 469
While “race” and “ethnicity” have always played fundamental roles in shaping the course of American culture and the definition of who is or who can be an “American,” our understanding of these concepts of race and ethnicity has often been less than clear. The purpose of this seminar is to examine how Americans have defined and articulated the concepts of race and ethnicity at various points in our history and how these ideas have been expressed in art, politics, practice, and theory. This course fulfills the Exploring Diversity requirement because it examines various dynamics of power structures based on race and ethnic politics, as well as class and gender relations.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on weekly response papers, an exercise with the Williams College Museum of Art, an annotated bibliography, and a final research paper of 20-25 pages; students will also be required to lead a class discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous upper division HIST courses
Enrollment Preferences: senior History majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
HIST Group F Electives - U. S. + Canada
Not Offered Academic Year 2017
SEM Jessica Chapman

HIST 471(S) Comparative Latina/o Migrations (D) (W)
Crosslistings: LATS 471/HIST 471
Since the 1970s, policymakers, scholars, the media, and popular discourses, have used the umbrella terms “Hispanic” and “Latina/o” to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European
immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches. In this EDI course, we ask whether the history and processes of racialization in the United States has created similarities and/or differences in each group's experiences, and to what extent the field of Latina/o Studies offers an alternative to racial biases embedded in the dominant academic discourses.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources.

**Prerequisites:** none

**Enrollment Preferences:** Latina/o Studies concentrators

**Enrollment Limit:** 15

**Expected Class Size:** 8-15

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- Writing Intensive

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- GBST Borders, Exiles and Racial Electives
- HIST Group F Electives - U.S. + Canada
- LATS 400-level Seminars

**Spring 2017**

**SEM Section:** 01 TR 01:10 PM 02:25 PM Carmen Whalen

**HIST 475 Modern War and Military Leadership**

**Crosslistings:** HIST 475/LEAD 475

From the early nineteenth to the twenty-first century, modern history has been marked by numerous wars fought by nation states. Some of these wars were enormously destructive. Some changed history decisively on a continental or global scale. This modern period of warfare witnessed rapid and dramatic changes in the manner military forces were organized, armed, and led, and in their scale and lethality. From the smoothbore musket to the machine gun, sailing warships to dreadnaught battleships, how-pulled artillery to the atomic bomb, submarines under the oceans and airplanes in the skies, to rockets and smart weapons, war rapidly evolved and continues to evolve today. This course will study these developments, concentrating on conflicts like the Napoleonic wars, the American Civil War, World War I and World War II, with special emphasis upon the evolution of military leaders like Napoleon, Grant and Lee, Moltke, Churchill and Roosevelt, Stalin and Hitler, Nelson and Doenitz, Eisenhower and MacArthur. Is it leadership that provides the key to our understanding of modern warfare? Or is it technology? Or certain "timeless" military principles that transcend local historical contexts? Can history help us foresee the future of warfare?

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on a substantial (no upper limit) research paper on a topic of the student's choice, growing out of some aspect of the course

**Extra Info:** participants will also, in teams of two or three, lead class discussion at least once, as well as give class reports on the course readings may not be taken on a pass/fail basis.

**Prerequisites:** advanced courses in HIST

**Enrollment Preferences:** senior, then junior, History majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:**
- Division 2

**Other Attributes:**
- HIST Group C Electives - Europe and Russia
- HIST Group F Electives - U.S. + Canada
- LEAD Facets or Domains of Leadership
- SCST Related Courses

**Not Offered Academic Year 2017**

**SEM:** James Wood
**Requirements/Evaluation:** 20-page research paper

**Extra Info:** May not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** None

**Enrollment Preferences:** Senior History majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:** Division 2

**Writing Intensive**

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

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**Fall 2016**

**SEM Section:** 01 M 07:00 PM 09:40 PM Sara Dubow

**HIST 480T (F) Interpretations of the Israeli-Palestinian Conflict (D) (W)**

Crosslistings: HIST 480/ARAB 480/JWST 480

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

**Class Format:** Tutorial

**Requirements/Evaluation:** 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

**Extra Info:** May not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** None

**Enrollment Preferences:** History majors as well as Arabic Studies majors and Jewish Studies concentrators

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distribution Notes:** Meets Division 2 requirement if registration is under ARAB

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Writing Intensive**

**Other Attributes:** ARAB Arabic Studies Electives

GBST Middle Eastern Studies Electives

HIST Group E Electives - Middle East

JWST Core Electives

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**Fall 2016**

**TUT Section:** T1 TBA Magnus Bernhardsson

**HIST 4817 America in the 1970s (D) (W)**

The first general history of the 1970s was titled It Seemed Like Nothing Happened. During the last decade, however, a wave of new scholarship has reinterpreted the 1970s, and has redefined it as the "pivotal decade" when the forces that have shaped U.S. history for the past forty years took shape. This course will introduce students to that new scholarship, and will help them to understand and study those forces. Examining a range of topics related to the political, economic, cultural, social and intellectual history of the 1970s, we will pay special attention to the evolving status and meanings of liberalism and conservatism in that decade. This course will also consider the two methodological assumptions embedded in its title—what are the limits and benefits of using a decade as a category of analysis? And what are the limits and benefits of studying that decade through a national lens as opposed to a transnational one?

**Class Format:** Tutorial

**Requirements/Evaluation:** Every other week, students will write and present orally a 5- to 7-page essay on the assigned readings of that week; on alternate weeks, students will write a 2-page critique of their instructor’s paper

**Extra Info:** May not be taken on a pass/fail basis

**Prerequisites:** None

**Enrollment Preferences:** History majors as well as Arabic Studies majors and Jewish Studies concentrators

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Writing Intensive**

**Other Attributes:** ARAB Arabic Studies Electives

GBST Middle Eastern Studies Electives

HIST Group E Electives - Middle East

JWST Core Electives

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**Not Offered Academic Year 2017**

**TUT Gretchen Long**

**HIST 483T Freedom in Africa (W)**

Crosslistings: HIST 483/AFR 483/GBST 483

This course examines the ideas of major figures in the progressive tradition of African political thought. This emancipatory tradition emerged in societies shaped by racial, cultural, and economic exploitation, forcing both African men and women to address questions of identity and political action. Most members of this tradition also considered the ways in which uneven power relations within African communities shaped the personal and political landscapes. The Africans we will examine in this course drew on resources as varied as Pan-Africanism, Nationalism, Classical Liberalism, Social Democracy, Marxism, Black Consciousness, Negritude and Gender theory, yet each participated, at least implicitly, in a common African intellectual project: the meaning of Africa and of being African.

**Class Format:** Tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write & present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of their partner’s work each week

**Requirements/Evaluation:** Evaluation will be based on the quality of the biweekly papers and oral critiques and a final writing exercise

**Extra Info:** May not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Preferences:** History majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

**Writing Intensive**

**Other Attributes:** AMST Critical and Cultural Theory Electives

GBST African Studies Electives

HIST Group A Electives - Africa

HIST Group F Electives - U.S. + Canada

JLST Theories of Justice/Law

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**Not Offered Academic Year 2017**

**TUT Kenda Mutongi**

**HIST 484 (F) Victorian Psychology from the Phrenologists to Freud (W)**

Although the Victorian era has traditionally been considered a psycho-social model of emotional, physical, and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This research seminar will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course has two principal aims. First, students will concentrate on the close reading and analysis of primary documents, including: professional literature in what we would today call psychiatry; philosophical texts, manuals on child rearing, education, sexual practice, and living the wholesome life; and cultural documents. Second, students will produce a substantial research paper investigating one of the topics considered in the course or on one or more of the authors whom we will be reading in the seminar. This project starts from the premise that Victorian ideas about the psyche reveal much about the psyches of Victorians, their hopes and fears, their preoccupations, their attitudes about themselves and the world in which they lived. Setting the work of Sigmund Freud in the context of Victorian psychology is central to this seminar, for many of the ideas associated with Freud derived from assumptions about the psyche characteristic of the Victorian era.

**Class Format:** Seminar

**Requirements/Evaluation:** Weekly reading response papers and a 20-page research paper
HIST 485T After Rome (W)

Crosslistings: HIST 485/CLAS 485

What happened to the Western Roman Empire? Did barbarians destroy it, did internal weakness undermine it, or did its participants voluntarily set it aside in favor of new cultural, social and political ideas? How did the evaporation of imperial political and military structures change the cultural and religious fabric of Europe? And above all, what is it that divides the ancient from the medieval world?

Few questions in European history have occupied historians as insistently as these, and yet for all the lengthy books, ponderous documentaries, and political polemics, we are no closer to a consensus view. This tutorial will approach these timeless questions, first, through a comparative survey of the post-Roman Mediterranean, considering North Africa, Spain, Italy, Gaul, and the Byzantine East in turn. We will consult key primary sources for each region, including tax records, laws, narrative histories, letters, religious texts and archeological finds, as they are variously available. This first-hand experience with the problems of post-Roman history will prepare us to engage with secondary scholarship on the late imperial and early medieval worlds. Alongside the classic catastrophist readings of post-Roman history, which see the centuries after 476 CE as a period of severe economic and social dislocation, we will explore recent arguments that seek to circumvent the problem of Rome's fall by positing an era of economic, cultural and intellectual continuity from the fifth through the eighth centuries.

Class Format: tutorial

Requirements/Evaluation: six essays (5-7 pages each) and six critiques, together with a longer, final essay (ca. 10 pages)

Extra Info: may not be taken on a pass/fail basis

HIST 486T The Pacific War in Japanese Historical Memory (W)

Crosslistings: HIST 486/JAPN 486/ASST 486

Almost seven decades after Japan's surrender, the enduring question of how to remember the Pacific War continues to provoke controversy both within Japan and between Japan, South Korea, and China. This tutorial will explore how the Pacific War has been remembered in postwar Japan, and how and why these memories have changed from 1945 to the present. Our focus will be on certain sites of memory—museums, shrines, literature, textbooks, and films—and how they have expressed and shaped memories of various aspects of the war from the atomic bombings of Hiroshima and Nagasaki to military comfort women and the Nanking massacre. Key issues include how various Japanese have tried to make sense of death and personal sacrifice in the name of a lost war; the implications of Japan's unique position as both perpetrator of wartime atrocities and victim of atomic bombings; the relationship between memory and nationalism; and what it means to come to terms with pasts contested both within and between countries.

Class Format: tutorial; students will meet with the instructor in pairs for an hour each week; a student either will write and present orally a 5- to 7-page essay on the assigned readings or be responsible for offering an oral critique of the work of their partner;

Requirements/Evaluation: students will be evaluated on these essays and critiques, and there will be a final paper (12-15 pages) on the themes of the course

Extra Info: may not be taken on a pass/fail basis

HIST 488T Gandhi: Nationalism, Philosophy, and Legacy (D) (W)

Crosslistings: HIST 488/ASST 488/GBST 488

This course studies the work and ideas of M.K. Gandhi, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violence and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspects of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessive concerns which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India.

The tutorial will focus on three key aspects of Gandhi: his ideas of nationalism, his contemplations on moral philosophy, and his legacy in modern India. The materials will include a combination of Gandhi's own writings as well as journal articles, biographies and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: every other week each student will write and orally present a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will write and present 2 page critique of their partners' work; also a final 10-page paper

Extra Info: may not be taken on a pass/fail basis
HIST 489T Ideology, Culture, and Identity: The "New Diplomatic History" (W)

This course explores a recent wave of historical scholarship on the roles of ideology, culture, and identity in American foreign relations. The proliferation of scholarship in this area has contributed to the revival of the once moribund subfield of diplomatic history and restored it to the mainstream of the historical profession. Yet this "cultural turn" has not come without controversy, as some traditional diplomatic historians insist that it dilutes the subfield and discourages young scholars from engaging in necessary research on high-level diplomacy. Students will read several important "state of the field" essays alongside some of the most exciting contributions to this new trend and consider the following questions: What do these new works add to our understanding of U.S. history and the history of the United States in the World? What roles do ideology, culture, and identity play in the policymaking process? In what ways do these studies complement traditional diplomatic histories that privilege the study of power in the international arena and to what extent are they a separate venture all together? What can "the new diplomatic history" contribute to other historical subfields and vice versa?

Class Format: tutorial
Removed/Evaluation: every other week the student will write and present orally a 5- to 7-page essay on the assigned readings of that week; students not presenting an essay will produce a 2-page critique of their fellow students' work
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History majors and students with some prior course work in foreign relations and/or international history
Distributional Requirements: Division 2
Writing Intensive

HIST 490T(S) Memory, History, and the Extermination of the Jews of Europe (W)

Crosslistings: HIST 490/JWST 490

The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or a universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaninglessness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated, and more and more nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.

Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student
Removed/Evaluation: every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week
Extra Info: additional requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work; may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of instructor
Enrollment Preferences: History majors and Jewish Studies concentrators
Distributional Requirements: Division 2
Writing Intensive

TUT Section: T1 TBA Alexandra Garbarini

HIST 491 The Suburbs (W)

Crosslistings: HIST 491/ENVI 491/AMST 490

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider include: how did the first wave of suburban development break from traditional and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: tutorial
Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History majors and students with previous coursework in History
Distributional Requirements: Division 2
Writing Intensive

TUT Section: T1 TBA Roger Kittleson

HIST 493(F) Senior Thesis: Research Seminar

This seminar is intended solely for writers of senior theses. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of
the thesis seminar in order to present and critique each other’s proposals and
drafts and to discuss common problems in the research and design of a long
analytical essay. For students proceeding to W31 and HIST 494, performance
in the fall semester will be factored into the thesis grade calculated at the end
of the year. The quality of a student’s performance in the seminar segment of
History 493, as well as his or her performance in all aspects of the May
colloquium at which theses are presented and critiqued, figure in the overall
grade the student earns for History 493-494 and the departmental decision to
award Honors or Highest Honors at Commencement.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation
and completed written work, and will determine if a student will continue in the
thesis program
Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: limited to seniors accepted into the History Department’s
Thesis Program
Distributional Requirements:
Division 2

Fall 2016
HON Section: 01 TF 02:35 PM 03:50 PM Alexandra Garbarini

HIST 494(S) Senior Thesis: Writing Seminar
This seminar is a continuation of HIST 493 and is required of all senior thesis
writers. Students will meet to discuss draft thesis chapters and prepare for the
Thesis Colloquium in May at which theses will be presented and assessed.
For students proceeding to W31 and HIST 494, performance in fall semester
will figure into the thesis grade calculated at the end of the year. The quality of a student’s performance in the colloquium segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses are presented and critiqued, will figure into the overall grade the student is
given for History 493-494 and the departmental decision to award Honors or
Highest Honors at Commencement.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation
and completed written work, and will determine if a student will continue in the
thesis program
Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: successful completion of HIST 493; limited to seniors accepted
into the History Department’s Thesis Program
Distributional Requirements:
Division 2

Spring 2017
HON Section: 01 TF 02:35 PM 03:50 PM Alexandra Garbarini

HIST 497(F) Independent Study: History
History independent study.
Class Format: independent study
Distributional Requirements:
Division 2

Fall 2016
IND Section: 01 TBA Karen Merrill

HIST 498(S) Independent Study: History
History independent study.
Class Format: independent study
Distributional Requirements:
Division 2

Spring 2017
IND Section: 01 TBA Karen Merrill

HISTORY OF SCIENCE
(DIV II & III, see course descriptions)
Chair: Professor JOSEPH CRUZ

A major in the History of Science is not offered, but the occasional Contract
Major in it or a related interdisciplinary field is possible. Courses in the History of
Science are designed primarily to complement and strengthen work in other
major fields. Although any of the courses may be taken separately, studying
related courses in other departments will enhance their value, because by
nature, History of Science is interdisciplinary.

The following will serve as examples: the 101 course is an introduction to
science and technology studies, and concentrates on key aspects of
contemporary science and technology relevant to many issues of living in a
technological society. Scientific Revolutions (HSCI 224) deals with the
emergence of modern science in the 1600s and 1700s, and with subsequent
revolutions in scientific thought; such as it complements courses related to
modern European history. History of Science 240 traces the influence of
science and invention in the shaping of American culture, and complements
offering in American Studies and American History. HSCI 320, an historical
overview of the ideas, practice, and organization of medicine, provides context
for related coursework in History, Philosophy, and the Premed and Modern
Health Programs.

Courses of Related Interest
PHIL 209 Philosophy of Science
SOC 368 Technology and Modern Society

HSCI 101(S) Science, Technology, and Human Values
Crosslistings: SCST 101/HSCI 101/SOC 201
This course offers an introduction to science and technology studies, or STS.
A radically interdisciplinary field of inquiry, the roots of STS stretch through the
philosophy, history, and sociology/anthropology of science and technology.
Students will become acquainted with major STS schools, methodological
strategies, and the student exercises through intensive reading and analysis of
classical and contemporary works in the field. Considerable attention will be
devoted to exploring the nature of science and technology, their relationships
to and interactions with one another, society and the natural world, and the
influence that these interactions exert on shaping what humans value. A
fundamental goal of the course is to cultivate awareness and understanding of
the social organization of technology and scientific knowledge production, and
the technoscientific structuring of modern public life broadly. The course as
such is aimed at attracting from all divisions those students who are
intellectually adventurous and inclined to think critically about the place and
prominence of science and technology in the modern world.

Class Format: seminar
Requirements/Evaluation: two or three short exercises, two papers (3-5
pages and 5-7 pages), and two hour exams
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 20-25
Expected Class Size: 20
Distributional Requirements:
Division 2

Spring 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Grant Shoffstall

HSCI 263 Cold War Technocultures
Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union's collapse at the end of the twentieth century and the
emergence of the United States as an unchallenged victor and “new world”
hegemon, how we frame the Cold War and the transition to the Global
Economy will figure into the thesis grade calculated at the end of the year. The quality of a student's performance in the colloquium segment of History 493, as well as his or her performance in all aspects of the May colloquium at which theses are presented and critiqued, will figure into the overall grade the student is
given for History 493-494 and the departmental decision to award Honors or
Highest Honors at Commencement.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation
and completed written work, and will determine if a student will continue in the
thesis program
Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: successful completion of HIST 493; limited to seniors accepted
into the History Department’s Thesis Program
Distributional Requirements:
Division 2

Not Offered Academic Year 2017
SEM Instructor: Grant Shoffstall

HSCI 300 Measuring Truth
Crosslistings: MATH 300/HSCI 300/REL 301/SOC 300
We will examine specific case studies of measuring truth—the emergence of
science and technology in American colleges and universities; the prevalence
of scientific methods in social science and humanities; the ways alternative
methodologies in the humanities critique and historicize scientific approaches
to reaching truth; and the possible tension between scientific modes of
thinking and the aims of the liberal arts.

Class Format: seminar
Requirements/Evaluation: five 2-page papers and a final 15-page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any 200-level course
Enrollment Preferences: at the discretion of the instructors
Enrollment Limit: 20
Expected Class Size: 20
Distributional Notes: meets Division 3 requirement if registration under MATH;
meets division 2 if registration under AFR, HSCIREL or SOC
Distributional Requirements:
Division 3
HSCI 309(F) Environmental Politics and Policy (W)
Crosslistings: ENVI 309/HSCI 309/SCST 309/FSI 301
This course will provide an overview of environmental policy-making, with an emphasis on the ways in which policies are developed and implemented at the local, state and national level. Special attention will be paid to the variety of factors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. Following an examination of different models of environmental policy-making, this course will focus on several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.

Class Format: seminar
Requirements/Evaluation: evaluation is based on several shorter writing assignments, a semester-long research project, and participation
Prerequisites: ENVI 11 or permission of instructor
Enrollment Preferences: Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: required course for the Environmental Policy major and the Environmental Studies concentration
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
EnVI Environmental Policy
ENVP PTL Theory/Method Courses
ENVP PE-A Group Electives
ENVP PTL-A Group Electives
ENVP SC-A Group Electives
POEC Comparative POEC/Public Policy Courses

Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Pia Kohler

HSCI 336 Science, Pseudoscience, and the Two Cultures (W)
Crosslistings: ASTR 336/HSCI 336
A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental origins of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences, Building on the work of Martin Gardner in Fads and Fallacies in the Name of Science, and using the current journal The Scientific Review of Alternative Medicine, we consider from a scientific point of view what is now called complementary and alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We also consider the recently increased range of dramas that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper
Prerequisites: none
Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy.
Enrollment Limit: 12
Expected Class Size: 12
Dept. Notes: non-major course; does not count toward ASPH, ASTR or PHYS major
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI
Distributional Requirements:
Division 3
Writing Intensive
Other Attributes:
ENVI 11
SCST Elective Courses

Not Offered Academic Year 2017
SEM Instructor: Jay Pasachoff

HSCI 340 Great Astronomers and Their Original Publications (W)
In the 2014-15 academic year of the study of the book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first-edition books and other publications. Our study includes the original books published as follows: 16th-century, Nicolaus Copernicus (heliocentric universe), Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlases of stars and of the Moon, 1647 and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1967); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the librarians, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest.

Class Format: seminar
Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper
Enrollment Preferences: if over enrolled, preference by written paragraph of explanation of why student wants to take the course
Enrollment Limit: 15
Division Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD
Distributional Requirements:
Division 3
Writing Intensive
Other Attributes:
SCST Related Courses

Not Offered Academic Year 2017
SEM Instructor: Jay Pasachoff

HSCI 371(S) Medicine, Technology, and Modern Power
Crosslistings: SOC 371/HSCI 371/SCST 371
Medicalization: processes by which previously non-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addiction, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it was in the past. The course will end with this conclusion and engage with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture
Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: preference will be given to Anthropology and Sociology students
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements:
Division 2
Other Attributes:
PHLH Bioethics + Interpretations of Health

Spring 2017
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Grant Shoffstall

HSCI 497(F) Independent Study: History of Science
History of Science independent study.

Class Format: independent study
Distributional Requirements:
Division 2

Fall 2016
IND Section: 01 Cancelled

HSCI 498(S) Independent Study: History of Science
History of Science independent study.

Class Format: independent study
Distributional Requirements:
Division 2
INTERDISCIPLINARY STUDIES

(DIV II, with some exceptions as noted in course descriptions)
Chair: Professor PETER JUST

Advisory Committee: Professors: W. DARROW**, P. JUST, B. ZIMMERBERG***, Associate Professor: J. CRUZ. Assistant Professor: S. HAMMERSCHLAG.

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty and student efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern.

EXPR 245 (Re)presenting Sex: Shakespeare on Page and Stage
Crosslistings: EXPR 245, THEA 245, WGS 245
This experimental course approaches the question of how sex and sexual identity are portrayed in Shakespeare from two different directions-close reading focused on the page and acting centered on the stage. These two critical modes—reading the text versus performing the script—are often treated in compartmentalized fashion as separate, even incompatible activities. Our goal is to take up the challenge of bringing the two perspectives together within the framework of a single, integrated course. The teaching method is to bridge the gap between the two modes not by magically dissolving, but by actively engaging, the tensions between them. For example, no performance can include all the possible interpretations; performance decisions raise questions about what alternatives have been left out. Similarly, when all interpretive possibilities are held in imaginative suspension, the specifics of bodily movement and face-to-face interaction whose meanings emerge when enacted are lost. We propose to put the two orientations in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective strengths. The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily scholars or actors, but some overlap will be built in to ensure that scholars gain understanding of acting and actors gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance. The specific topic that will bring these theoretical issues into focus is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: The Merchant of Venice, Twelfth Night, Othello, King Lear, Antony and Cleopatra, and The Winter’s Tale.

Class Format: lecture/discussion, with additional periods set aside for scene presentation
Requirements/Evaluation: evaluation will be based on several short papers and a final exam. All students will take the final. "scholar" students will have rigorous expectations in the writing of papers; "actor" students will have intensive (graded) performance expectations
Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGS 245
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
LEC   Instructor: Robert Baker-White

EXPR 420(F) Architecture and Sustainability in a Global World (W)
Crosslistings: ARTH 420, ENVI 420, GBST 420, EXPR 420
What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.
Class Format: seminar
Requirements/Evaluation: response papers on class readings (2 pages), leading class discussions, and final project/paper (15-20 pages) and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, although a course in art/architectural history would be advantageous

Enrollment Preferences: Art History majors, Environmental Studies majors
Enrollment Limit: 19
Expected Class Size: 19
Materials/Lab Fee: $100
Distribution Notes: meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST
Distributional Requirements:
Division 1
Writing Intensive

Fall 2016
SEM Section: 01 M 01:10 PM 03:50 PM Instructor: Michelle Apotos

EXPR 497(F) Independent Study: Interdisciplinary Studies
EXPR independent study.
Class Format: independent study
Distributional Requirements:
Non-divisional

Fall 2016
IND Section: 01 Cancelled

EXPR 498(S) Independent Study: Interdisciplinary Studies
EXPR independent study.
Class Format: independent study
Distributional Requirements:
Non-divisional

Spring 2017
IND Section: 01 Cancelled

INTR 160 Mathematical Politics: Voting, Power, and Conflict (Q)
Crosslistings: MATH 115/INTR 160
Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Not Offered Academic Year 2017
LEC   Instructor: Allison Pacelli

INTR 210 Culture and Incarceration
Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives. Students will study and examine interdisciplinary texts as well primary sources (legislatures and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.
Class Format: seminar
Requirements/Evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (80%)
Prerequisites: none
Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor
Enrollment Limit: 15
Distributional Requirements:
Division 2
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
JLST Enactment/Applications in Institutions

Not Offered Academic Year 2017
SEM   Instructor: Joy James

INTR 219(F) Women in National Politics (W)
Crosslistings: INTR 219/PSCI 219/WGSS 219
This tutorial focuses on the writings and memoirs of women who have shaped national political and electoral/campaign culture in the 20th and early 21st centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleezza Rice, Sarah Palin, Nancy Pelosi.
Class Format: tutorial

Not Offered Academic Year 2017

INTR 223(S) Image, Imaging, and Imagining: The Brain and Visual Arts
Crosslistings: PSYC 316/INTR 223/NSCI 318
This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what we see. It is also responsible for creating mental images and then directing the artist's motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how "outsider" artists have portrayed brain syndromes and mental states.
Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.
Class Format: seminar and empirical lab course
Requirements/Evaluation: evaluation will be based on a midterm, participation in class discussions, and a poster presentation of the empirical project.
Extra Info: satisfies one semester of Division III requirement may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 101, an ARTH or ARTS course, or permission of instructor
Enrollment Preferences: Studio Art majors; Psychology majors and Neuroscience concentrators
Enrollment Limit: 12
Expected Class Size: 12
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Introduction of the course, students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester.
Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required
Enrollment Preferences: portfolio review; permission of the instructor
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distribution Notes: meets Division 1 requirement if registration is under INTR
Distributional Requirements:
Division 1
Other Attributes: FMST Related Courses
Not Offered Academic Year 2017
STU Instructor: Barry Goldstein

INTR 232(F) Race, Culture, Incarceration (D) (W)
Crosslistings: INTR 322/PSCI 313/AFR 322/AMST 322
This course explores racially-facinated policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States.
Also explored will be political imprisonment in the United States.
Class Format: seminar
Requirements/Evaluation: brief analytical papers and group presentations.
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
AMST Space and Place Electives
JLST Interdepartmental Electives
Fall 2016
Sem Section: 01 W 01:10 PM 03:50 PM Instructor: Joy James

INTR 252 The Human Image: Photographing People and Their Stories
Crosslistings: INTR 252/ARTS 252
The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiar and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film.
Class Format: studio/lecture
Requirements/Evaluation: students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester.
Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required
Enrollment Preferences: portfolio review; permission of the instructor
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distribution Notes: meets Division 1 requirement if registration is under INTR
Distributional Requirements:
Division 1

INTR 252 The Human Image: Photographing People and Their Stories
Crosslistings: INTR 252/ARTS 252
The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiar and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film.
Class Format: studio/lecture
Requirements/Evaluation: students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester.
Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required
Enrollment Preferences: portfolio review; permission of the instructor
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distribution Notes: meets Division 1 requirement if registration is under INTR
Distributional Requirements:
Division 1

INTR 252 The Human Image: Photographing People and Their Stories
Crosslistings: INTR 252/ARTS 252
The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiar and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film.
Class Format: studio/lecture
Requirements/Evaluation: students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester.
Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required
Enrollment Preferences: portfolio review; permission of the instructor
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distribution Notes: meets Division 1 requirement if registration is under INTR
Distributional Requirements:
Division 1

INTR 252 The Human Image: Photographing People and Their Stories
Crosslistings: INTR 252/ARTS 252
The single most photographed subject is the human form. The motivations and strategies for imaging faces and bodies, both individual and aggregate, are as varied as the subjects themselves. In this course, we will examine some of the many approaches used to photograph people. We'll start by exploring self-portraiture, and progress to photographing others—both familiar and strangers, in the studio and in less controlled environments. We'll end with a consideration of "documentary" photography and other visual narratives. In each case, we'll examine our reasons for making an image, and the methods available for achieving these goals. Thus, the class will have a significant technical component, dealing with the creative use of camera controls, the properties and uses of light, and digital capture and processing. We will also examine the conceptual and scientific bases for how we perceive and evaluate images. Students will initially use school-supplied digital cameras, and later have the option of using film.
Class Format: studio/lecture
Requirements/Evaluation: students will be expected a) to photograph extensively outside of scheduled class hours b) to participate in class discussion and in both oral and written critique, c) to present one paper, and d) to exhibit their work at the end of the semester.
Prerequisites: 200 level; students from all disciplines are welcome; previous photography experience is desirable, but not essential; permission of instructor is required
Enrollment Preferences: portfolio review; permission of the instructor
Enrollment Limit: 10
Expected Class Size: 10
Materials/Lab Fee: lab fee of $250 to be added to the student's term bill
Distribution Notes: meets Division 1 requirement if registration is under INTR

STU   Instructor: Barry Goldstein

Not Offered Academic Year 2017

FMST Related Courses

Gordon's
Red, White and Black: Cinema and the
seminar uses the works of Hortense Spillers, Evelyn Hammonds, Toni
formations (e.g. the Black Women¿s Blue Print and #BlackLivesMatter); these
radical thought shaping political discourse and influencing new advocacy
and/or as activism—have on the racial j ustice programs and civil rights
mobilizations; and the influence and impact such theories—expressed in
articulation or assimilation within current political movements and

Class Format: Faces at the Bottom of the Well
Subjection
Slavery and Social Death

Enrollment Limit:

paragraph on their research interest relevant to the seminar.

Extra Info:

Enrollment Preferences: Africana/Black studies; feminist anti-racist political movements

Requirements/Evaluation:

1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%);Weekly student presentations consists of 15minutes of analysis with written summaries and Q/A.

Extra Info: 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper.

Prerequisites: familiarity with one of the following: critical race theory; African/Black studies; feminist anti-racist political movements

Enrollment Preferences: if over enrolled students will be asked to submit a paragraph on their research interest relevant to the seminar.

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements:

Division 2

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joy James

INTR 343(T) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W)

Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343

This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McVie, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerima, Bush Mama. The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation mass incarceration.

Class Format: tutorial

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

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

Enrollment Limit: 10

Expected Class Size: 8

Distributional Requirements:

Division 3

Electing Diverse
Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives

JLST Interdepartmental Electives

WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017

TUT Section: T1 TBA Instructor: Joy James

INTR 361(F) Writing about Bodies (W)

Crosslistings: ARTH 361/INTR 361/WGSS 361/THEA 361

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Aoccella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on hauntology; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films.

Class Format: seminar

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to first-year students

Enrollment Preferences: Anthropology and Sociology majors
JEWISH STUDIES (DIV II)
Chair: Professor EDAN DEKEL
Advisory Committee: Professor: M. BERNHARDSO. S. FOX, A. GARBARINI. Associate Professors: E. DEKEL. Assistant Professor: J. ISRAEL.

THE PROGRAM IN JEWISH STUDIES
Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

CONCENTRATION IN JEWISH STUDIES
The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course.

Gateway Courses (can also count as core courses):
REL 201/COMP 201 JWST 201 The Hebrew Bible
REL 203/JWST 101 Judaism: Before the Law

Core Courses
ANTH 334/COMP 334/JWST 334/REL 334 Imagining Joseph
COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
HIST 230/JWST 230 Modern European Jewish History, 1789 1948
HIST 338/JWST 338/REL 296 The History of the Holocaust
HIST 433/JWST 433 The Justice of Violence? Histories of Terrorism in Europe
HIST 434/JWST 434 The Meaning of Diaspora and the Jews of Europe
HIST 480T/ARAB 480T/JWST 480T Interpretations of the Israeli-Palestinian Conflict
HIST 490T/JWST 490T Memory, History, and the Extermination of the Jews of Europe
REL 202/JWST 202/COMP 214 Moses: Stranger in a Strange Land
REL 205/CLAS 205/COMP 217/JWST 205 Ancient Wisdom Literature
REL 206/COMP 206/JWST 206 The Book of Job and Joban Literature
REL 207/COMP 250/JWST 207/CLAS 207 From Adam to Noah: Literary Imagination and the Primeval History in Genesis
REL 259/ENGL 259/JWST 259 Ethics of Jewish American Fiction
REL 330/PSCI 375/JWST 492 Modern Jewish Political Theory

Elective Courses
Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

Jewish Studies concentrators, Religion majors and students who are considering these options
Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options
Enrollment Limit: 30
Expected Class Size: 15 Distributional Requirements: Division 2 Exploring Diversity Other Attributes: JLST Interdepartmental Electives JLST Enactment/Applications in Institutions JLST Gateway Courses
Not Offered Academic Year 2017
SEM Instructor: Jeffrey Israel
JWST 201(F) The Hebrew Bible
Crosslistings: REL 201/COMP 201/JWST 201
The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to the literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two to three longer papers
Prerequisites: none
Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors
Enrollment Limit: 40
Expected Class Size: 40
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: JWST Core Electives

JWST 202 Moses: Stranger in a Strange Land
Crosslistings: REL 202/JWST 202/COMP 214
As chieflain, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a somewhat unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation, yet he is quick-tempered and impatient. The story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include religious, historical, and political contexts. The first ten chapters of Genesis present a tantalizingly brief overview of the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's The Trial, Archibald MacLeish's J.B., Robert Frost's "Masque of Reason," Carl Jung's Answer to Job, and William Blake's Illustrations to the Book of Job. All readings are in translation.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: JWST Core Electives

JWST 206(S) The Book of Job and Joban Literature (W)
Crosslistings: REL 206/COMP 206/JWST 206
The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's The Trial, Archibald MacLeish's J.B., Robert Frost's "Masque of Reason," Carl Jung's Answer to Job, and William Blake's Illustrations to the Book of Job. All readings are in translation.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: JWST Core Electives

JWST 207 From Adam to Noah: Literary Imaginative and the Preemval History in Genesis
Crosslistings: REL 207/COMP 250/JWST 207/CLAS 207
How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the preemval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to several continuations of these variant traditions in medieval and early modern literature, with particular attention to the extensive material on the figures of Cain and Noah. All readings are in translation.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation and several writing assignments
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP or CLAS
Distributional Requirements: Division 2
Extra Info: core course for COMP
Other Attributes: JWST Core Electives

JWST 205 Ancient Wisdom Literature
Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205
The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Socrates' works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack. All readings are in translation.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP
Distributional Requirements: Division 2
Other Attributes: JWST Core Electives

Not Offered Academic Year 2017
LEC  Instructor: Edan Dekel

JWST 206 Gateway Courses

JWST Gateway Courses

JWST Core Electives
Andrea Most and others. Particular attention will be given to the appearance of
primarily on close analysis of films, literary fiction, stand-up comedy, political
involvement some historical, sociological and ethnographic readings, but will focus
defined or ascribed. We will draw methodological support from scholars like
Ozick's "Bech: A Book"
read John Updike's "Exodus",
Loves Bernie, Northern Exposure
American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by
American Jews has been confronted by unprecedented opportunities for
integration into non-Jewish society and unprecedented challenges to Jewish
communal life. Focusing primarily on France and Germany, and to a lesser
extent on the Polish lands, this course will introduce students to the major
social, cultural, religious, and political transformations that shaped the lives of
European Jews from the outbreak of the French Revolution to the aftermath of
World War II. We will explore such topics as emancipation, Jewish diversity,
the reform of Judaism, competing political ideologies, Jewish-gentile relations,
the rise of modern anti-Semitism, the role of Jewish women, interwar Jewish
life and culture, Nazism and the Holocaust, and the situation of Jews in the
immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and a novel.
Class Format: lecture/discussion
Requirements/ Evaluation: evaluation will be based on class participation,
two papers, and a final exam
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 10-20
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
JWST Core Electives
Not Offered Academic Year 2017
LEC Instructor: Alexandra Garbarini

JWST 259 Ethics of Jewish American Fiction (W)
Crosslistings: REL 259/ENGL 259
JWST 259
After the Second World War, Jewish American writers who wrote about Jewish
characters and Jewish themes were increasingly celebrated as central figures
in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow,
Cynthia Ozick, and Philip Roth are among those who gained prominence in
this period. These writers were literary innovators and often addressed broad
humanistic themes. But they also struggled with profound questions that arose in
the postwar period about Jewishness, the legacy of the Holocaust, and what it
meant to be an American. In this course we will read the above authors and
others. We will focus, in particular, on the distinctive ethical and political ideas,
emotions, and aspirations that animate their work. The course will begin with a
study of theoretical approaches that will provide the basis for our ethical
criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha
Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a

Class Format: seminar
Requirements/ Evaluation: class participation, one take-home exam on
theoretical approaches to ethical criticism; four short essays
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and
English majors
Enrollment Limit: 19
Expected Class Size: 18
Distribution Notes: meets Division 2 requirement if registration is under REL
or JWST; meets Division 1 requirement is registration is under ENGL
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
JWST Core Electives
Not Offered Academic Year 2017
SEM Instructor: Jeffrey Israel

JWST 334 Imagining Joseph (W)
Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334
Beloved son, rival brother, faithful servant, dreamer, seer, subject of desire, lover, husband, bureaucrat. Joseph is one of the most fully-imagined and
compelling figures in the Jewish, Christian, and Muslim scriptural traditions.
The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is
beloved son, rival brother, faithful servant, dreamer, seer, subject of desire, lover, husband, bureaucrat. Joseph is one of the most fully-imagined and
compelling figures in the Jewish, Christian, and Muslim scriptural traditions.
The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is
the subject of dozens of accounts in rabbinic and midrashic sources. In the
second millennium, the story of Joseph has inspired a wealth of interpretations, commentaries, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asetnah, a novel by Joseph and Zuleika (Potiphar's wife), a trilogy by the 20th century German novelist
Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in
Western visual art. The course will explore these various expressions, looking
to them for the ways in which Joseph has captured the imaginations of
peoples and cultures across time and space. The course will be organized as
a collaborative seminar in which the class will read the foundational scriptures
together, followed by thematic discussions to which students will contribute
insights from their own readings of particular peripheral texts. Students will
learn the pleasures of close and intense exegetical reading in approaching the
Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking
post-scriptural expressions together.
Class Format: seminar
Requirements/ Evaluation: 3- to 5-page weekly response papers; 15-page
final paper; class participation
Prerequisites: none
Enrollment Preferences: based on responses to a questionnaire
Enrollment Limit: 12
Expected Class Size: 10
JWST 338(F) The History of the Holocaust
Crosslistings: HIST 338/JWST 338/REL 296
In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians’ efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany’s genocidal policies, taking into account the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and highlight Germany’s exterminationary war aims. Course materials will include readings, diaries, bureaucratic documents, memoirs, films, and historical scholarship.
Class Format: mostly discussion
Requirements/Evaluation: evaluation will be based on class participation, a map quiz, four papers (4 pages) based on class readings, and a final research paper (6-8 pages)
Prerequisites: none; open to first-year students with instructors permission
Enrollment Preferences: History majors and Jewish Studies concentrators
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia
JWST Core Electives
Fall 2016
LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Alexandra Garbarin

JWST 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W)
Crosslistings: RUSS 343/COMP 343/JWST 343/GBST 343
Known alternately as “master of the short story” and “Russian Maupassant,” Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel’s writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel— and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guey de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non-party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.
Class Format: seminar
Requirements/Evaluation: active class participation, frequent short writing assignments, a final project, and an oral presentation
Prerequisites: none
Enrollment Preferences: Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators
Enrollment Limit: 13
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under JWST or GBST
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: GBST Russian + Eurasian Studies Electives
Not Offered Academic Year 2017
SEM Instructor: Janneke van de Stadt

JWST 352 Writing after the Disaster: The Literature of Exile
Crosslistings: COMP 352/JWST 352/RLSP 352
This course will consider different kinds of works (poetry, memoirs, fiction, essay) written by authors forced to live in exile as a consequence of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of light or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Núñez de Reinoso, León, Cemuda, Sepurén, Benjamin, Nancy, and Blanchot.
Class Format: seminar
Requirements/Evaluation: active participation in class discussions, several short writing assignments, a midterm paper and a final paper
Prerequisites: COMP 111 or an equivalent ENGL course
Enrollment Preferences: Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under COMP or RLSP; meets Division 2 requirement if registration is under JWST
Distributional Requirements: Division 1
Other Attributes: GBST Borders, Exiles + Diaspora Studies Electives
JWST Core Electives
Not Offered Academic Year 2017
SEM Instructor: Soledad Fox

JWST 410 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W)
Crosslistings: HIST 410/ARAB 410/JWST 410/REL 405
What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address the use and abuse of ancient history and archaeology in the modern Middle East. The first part will focus on some of the primary ancient texts, with special focus on Ferdowsi’s epic Shahnameh (Book of Kings); we will compare its themes and world view with those of the Icelandic sagas that share many similarities with the Iranian canon. In the second part of the course we will explore how ancient history, archaeology, and epic texts helped forge national identities in the modern Middle East. Our primary attention will be Iran and its relationship with the Shahnameh. But we will also consider the relationship of Biblical history to the establishment of modern Israel and Israeli nationalism, how contemporary Egypt relates to its Pharaonic past, the obsession with pre-Islamic history in modern Turkey, and the relationship between archaeological artifacts and ancient Mesopotamian history and 20th century Iraqi politics. Because of its comparative focus, this course is part of the Exploring Diversity initiative.
Class Format: seminar
Requirements/Evaluation: a final, 25-page research paper on the relationship between ancient history and a modern Middle Eastern country, shorter papers, and group work
Prerequisites: previous upper division work in HIST or courses on the Middle East
Enrollment Preferences: History majors, Jewish Studies concentrators, Arabic Studies majors, and other students with a strong background in Middle East studies
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: HIST Group E Electives - Middle East
HIST Group P Electives - Premodern
JWST Elective Courses
Not Offered Academic Year 2017
SEM Instructor: Magnus Bernhardsson

JWST 433 The Justice of Violence? Histories of Terrorism in Europe
Crosslistings: HIST 433/JWST 433
The word "terrorism" entered the English language in 1795, an import from France that referred to the use of violence and intimidation by the ruling party during one phase of the French Revolution. Over the ensuing two centuries, terrorism has come to refer to the employment of violence, not only as a means of governing, but also and more often as a means of undermining the authority of those in power. This seminar examines a series of episodes of terrorism in Europe from the "Terror" of the French Revolution to the late twentieth century. It also explores various interpretations of the legitimacy and ethics of political violence and the phenomenon of terrorism in different historical contexts. In addition to common readings, students will conduct independent research on some aspect of the history of terrorism that will culminate in a 20-page paper.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper
Prerequisites: none
Enrollment Preferences: History majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
JWST 434 The Meaning of Diaspora and the Jews of Europe Crosslistings: HIST 434/JWST 434
Dispersal, exile, migration, statelessness are all aspects of diaspora. And in the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, this seminar examines various interpretations of Jews' diasporic existence from the nineteenth century to the present, both as a cultural practice and a form of group identity from which political claims have been made. We will test the proposition that "The Modern Age is the Jewish Age," that is, that the meaning of diaspora in modern Jewish history has direct relevance to students of human identity not just of Jewishness. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewishness. Throughout the second half of the semester, students will conduct independent archival research on some aspect of the history of the Jewish diaspora that will culminate in a 20-page paper. The seminar will continue to meet weekly as a research colloquium, to provide a forum for students to present their research and drafts in progress and provide feedback on fellow students' work.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, several short papers, oral presentations, and a 20-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors and Jewish Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
JWST Capstone Course
JWST Core Electives

JWST 480T(F) Interpretations of the Israeli-Palestinian Conflict (D) (W) Crosslistings: HIST 480/ARAB 480/JWST 480
This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).
Class Format: tutorial
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: History majors as well as Arabic Studies majors and Jewish Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East
JWST Core Electives

JWST 490T(S) Memory, History, and the Extermination of the Jews of Europe Crosslistings: HIST 490/JWST 490
The atrocities committed by Nazi Germany during the Second World War continue to trouble historians in their attempts to understand and represent them in all their magnitude and horror. Beyond historians, the complicity of segments of European societies in perpetrating those atrocities continues to raise thorny questions for postwar European nations about what their responsibilities are toward that past. This tutorial will focus on a series of questions relating to the historicization and memorialization of the extermination of European Jews. They include: Is the Holocaust unique? Is it a Jewish story or universal story? Does the Holocaust raise different issues for the historian than other historical events? How should the Holocaust be represented and what are the implications of different means of representing it? What role, if any, did European Jews play in their own destruction? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? How appropriate are the different uses that Israel and the United States have made of the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, governments, and lay people about the meaning (and meaningfulness) of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and more and more nations' pasts are marked by episodes of extreme criminality or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated should prove relevant for future consideration of other societies' efforts to confront their own traumatic pasts.
Class Format: tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student
Requirements/Evaluation: every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week.
Extra Info: in addition to the weekly requirements on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise, a thought piece on the issues raised in the tutorial, will cap off the semester's work may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of instructor
Enrollment Preferences: History majors and Jewish Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia
JWST Capstone Course
JWST Core Electives

JWST 492 Modern Jewish Political Theory (W)
Crosslistings: REL 330/PSCI 375/JWST 492
By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst bourgeoning national self-consciousness throughout the continent, despite the libaritary promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and reconstitute themselves somewhere else? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read many others.
Class Format: seminar
Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;
Extra Info: a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track
Enrollment Limit: 19
Expected Class Size: 18
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes: JWST Core Electives

JWST 493(F) Senior Thesis: Jewish Studies
Class Format: thesis
Distributional Requirements:
Division 2

Fall 2016
HON Section: 01 TBA Instructor: Alexandra Garbarini
JWST 494(S) Senior Thesis: Jewish Studies
Class Format: thesis

Not Offered Academic Year 2017
SEM Instructor: Jeffrey Israel
Justice and Law is an interdepartmental program designed to give students a background in and framework for understanding the ways that philosophers, government officials, and others think about justice, and the related ways in which societies marshal power and implement law. This liberal arts program provides tools for thinking critically and arguing about what justice might entail, how it works in practice, and how rules, aspirations, laws, and norms evolve over time and in different parts of the world.

The Concentration

The concentration in Justice and Law consists of six courses: an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar. Electives are listed below. Students may declare program concentrations at any point during their academic careers.

Four Electives

Four elective courses are required to complete a concentration in Justice and Law. These courses must be taken from at least two departments. Other courses, not listed below, may be approved by the Chair.

Senior Seminar

In 2016-17, students will have a choice of two senior seminars: JLST 401 ("The Unwritten Constitution") and JLST 402 ("Trials and Transitions") (cross-listed PSCI 325).

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2
challenging some differences while naturalizing others. Finally, we will
examine the various methodologies and approaches of the interdisciplinary
field of legal history. Topics to be covered will include the Constitution, slavery,
marriage, divorce, custody, inheritance, immigration, sexual violence,
reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on two short (4-5 page)
papers; one longer (10-12 page) paper; an in-class presentation, and
participation in class discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors; WGSS majors; Justice & Law
Studies concentrators
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Expanding Diversity
Other Attributes:
HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

Fall 2016
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Sara Dubow

JLST 397(F) Independent Study: Legal Studies
Legal Studies independent study. Open only under the supervision of a
member of the Legal Studies Advisory Committee.
Class Format: independent study
Distributional Requirements:
Division 2

Fall 2016
ND Section: 01 TBA Instructor: Alan Hirsch

JLST 398(S) Independent Study: Legal Studies
Legal Studies independent study. Open under the supervision of a member
of the Legal Studies Advisory Committee.
Class Format: independent study
Distributional Requirements:
Division 2

Spring 2017
IND Section: 01 TBA Instructor: Alan Hirsch

JLST 401(S) The Unwritten Constitution
“The eight thousand words of America’s written constitution only begin to map
out the basic ground rules that actually govern our land.” So begins Akhil
Amar’s book The Unwritten Constitution. Amar recasts the debate over
whether America has a “living Constitution.” That debate usually revolves
around whether change in constitutional meaning requires resort to the formal
amendment process or can be achieved through judicial interpretation. Amar
supports a living Constitution, but proposes something far-reaching: history itself
effectively amends the Constitution. Thus, for example, he argues that
Martin Luther King’s “I Have a Dream” speech, and precedents set by George
Washington, not to mention the daily activities and assumptions of ordinary
Americans, have become constitutional subtext which must be taken into
account by judges and anyone else (i.e., politicians and citizens) interpreting
the Constitution. Is that notion convincing? Preposterous? A healthy way of
understanding the inevitable intersection of law, history, and politics? A
transparent excuse to read one’s own views into the Constitution? Is the idea of
an unwritten constitution democratic or undemocratic? Through a close
reading of Amar, and some of his important critics and allies, we will probe
different ways of thinking about the Supreme Law of the Land.
Class Format: seminar
Requirements/Evaluation: three 5-page papers and several shorter writing assignments
Prerequisites: PSCI 216 or PSCI 217
Enrollment Preferences: Justice and Law concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2

Spring 2017
SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Alan Hirsch

JLST 402(S) International and Transitional Justice (W)
Crosslistings: PSCI 325/JLST 402
Before the 1990s, the world saw only occasional, discrete war crimes trials
after major-power catastrophes. In the last two decades, trials expanded
dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for
crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia
are giving way to a permanent International Criminal Court, which has begun
to hand down indictments and refine its jurisdiction. The UN Security Council,
alongside national governments, decides on legitimacy and punishment. At
the same time, worries about residual impunity or the effect that punishment
might have on societies’ futures has led to the development of national and
social courts, as well as national military tribunals, to complement those at
the international level. Meanwhile, national activists look to international apologies
and reparations for models of what to demand. Examples Models cut of
internationalized transitional justice abound. This capstone seminar examines
the intent, process, meaning and consequence of these new institutions,
particularly in terms of national constitutions, international law, and principles
of justice.
Class Format: seminar
Requirements/Evaluation: four papers, longer final paper, class participation
Prerequisites: Political Science major or permission of instructor
Enrollment Preferences: Political Science majors concentrating in International Relations
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
PSCI International Relations Courses
PSCI Research Courses

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Cheryl Shanks

LATINA/O STUDIES (DIV II)
Chair: Professor CARMEN WHALEN
Professors: M. E. CEPEDA, O. CHAVOYA, M. RÚA, C. WHALEN*.
Associate Professors: J. HIDALGO.

Latina/o Studies is an interdisciplinary and comparative field of study that
explores the histories, representations, and experiences of Latinas and
Latinos in the United States. Latinas and Latinos include peoples who come
from or whose ancestors come from Latin America and the Spanish-speaking
Caribbean. The program seeks to cover the widest range of experiences,
encapsuring Mexican-Americans, Puerto Ricans, Cubans, and Dominicans,
as well as more recent migrations from a wide variety of Central and South
American countries. Courses, most of which use a comparative approach,
seek to provide students with the tools to continue their work in areas of their
particular interest. Focusing on a diverse group with a long history in
the United States, which is also one of the fastest growing populations in
the contemporary era, provides an opportunity to explore complex dynamics
globally and within the context of the United States. The program examines
topics such as the political and economic causes of migration, the impact of
globalization, economic incorporation, racialization, the formation
and reformulations of identities and communities, the uses of urban spaces,
inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION
The concentration in Latina/o Studies requires five courses. Students are
required to take the introductory course (LATS 105), one 400-level Latina/o
Studies seminar, and three electives. Two electives must be core electives,
and one elective can be a related course in Comparative Race and Ethnic
Studies or in Countries of Origin and Transnationalism. The three electives
must include two different areas of study, and at least one elective must be
at the 300 or 400 level. Additional courses may be approved by the Chair.
Students, especially those considering graduate work or professional careers
in the field, are encouraged to enroll in Spanish language courses at Williams.

Required course:
LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions

One of the following 400-level seminars:
ARTH 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and
Representation
LATS 408/AIST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LATS 409/AMST 411/WGSS 409 Transnationalism and Difference: Comparative Perspectives
LATS 427/AMST 327/ REL 314/AFR 427 Racial and Religious Mixture
LATS 471/HIST 471 Comparative Latina/o Migrations

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

Two of the following core electives:
LATS 106/AMST 106 Coming of Age in the City: Growing Up and Growing
Older in Communities of Color
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 208/AMST 207/COMP 211/ENGL 251 Introduction to Latina/o
Literatures
LATS 209/RLLSP 209 Spanish for Heritage Speakers: Introduction to
Latina/o Cultural Production
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and
PLiving the City
LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 231/AMST 231/WGSS 232 Approaches to Media Studies: Analyzing
Mediated Difference
LATS 240/AMST 240/COMP 210 Latina/o Language Politics; Hybrid Voices
LATS 258/ARTH 258 Latina/o Installation and Site Specific Art
LATS 286/HIST 286 Latina/o History, 1848 to the Present
LATS 312/AMST 312/ENVI 313 Chicago
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
One additional related course from either of the following subcategories OR from the core electives above:

**Countries of Origin and Transnationalism**
- AMST 241/SOC 241 The Carribean from Slavery to Independence
- ARTH 271/COMP 272 The Brazilian Avant-garde of the 1960s
- ENVI 239/COMP 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
- HIST 143 Soccer and History in Latin America: Making the Beautiful Game
- HIST 243 Modern Latin America, 1822 to the Present
- HIST 245/AFR 346 History of Modern Brazil
- HIST 343/LATS 343 Conquistadors in the New World
- HIST 347 Democracy and Dictatorship in Latin America
- HIST 492 Revolutionary Thought in Latin America
- MUS 126 Cuban Popular Music and Culture
- PSCI 266 The United States and Latin America
- PSCI 349 Cuba and the United States
- REL 309/AFR 309/LATS 309 Scriptures and Race
- REL 326/LATS 426/WGSS 326/CMP 326 Queer Temporalities

**Comparative Race and Ethnic Studies**
- AFR 200 Introduction to Africana Studies
- LATS 231/WGSS 322/AMST 231 Approaches to Media Studies: Analyzing Mediated Difference
- LATS 313/AMST 313/WGSS 313/AFR 326 Gender, Race, and the Power of Personal Aesthetics (D)
- AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
- ARTH 462/AMST 462/LATS 462/ARTH 562 Art of California: Pacific Standard Time
- HIST 380 Comparative American Immigration History
- HWS 240/AMST 241/LATS 241/TEA 241 Performing Masculinity in Global Popular Culture
- WGSS 306/AMST 306/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life

**LATS 105(F)** Latina/o Identities: Constructions, Contestations, and Expressions

**LATS 106(T)** Coming of Age in the City: Growing up and Growing Older in Communities of Color (D) (W)

**Crosslistings:** LATS 106/AMST 106

This tutorial explores urban life in communities of color through the lens of aging. We will focus on the political and economic dimensions of cities that have deeply affected the daily collective lives of certain populations from childhood to old age. Taking into account how age and age relations are highly differentiated by race, class, and gender, we will also consider the ways in which cities are organized and arranged to create and recreate categories and ideas associated with age. This EDI tutorial foregrounds the significance of age across race, class, and gender, in explorations of urban inequality.

**Class Format:** tutorial

**Requirements/Evaluation:** five to six five-page papers, five to six two-page responses, oral presentations of papers; discussion

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course offering

**Prerequisites:** none

**Enrollment Preferences:** first- and second-year students, students considering an American Studies major or Latina/o Studies concentration

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- Writing Intensive

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- AMST Space and Place Electives
- LATS Core Electives

**Spring 2017**

**TUT Section:** T1  
**Instructor:** Merida Rua

**LATS 203 Chicana/o Film and Video (D)**

**Crosslistings:** LATS 203/ARTH 203/ENGL 203/AMST 205

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalization and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative’s themes of critical theorization and power and privilege.

**Class Format:** film screenings will be scheduled as a lab

**Requirements/Evaluation:** evaluation will be based on one short paper, midterm exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 30
LATS 208 Introduction to Latina/o Literatures (D)
Crosslistings: LATS 208/AMST 207/COMP 211/ENGL 251
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tomás Rivera, Cristina Garcia, Creisy Guzman, Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes-Rodriguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o people out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latinata/o cultural production.
Class Format: lecture
Requirements/Evaluation: students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation.
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Not Offered Academic Year 2017
LEC Instructor: C. Ondine Chavoya

LATS 220(U) Introduction to Urban Studies: Shaping and Living the City
Crosslistings: LATS 220/AMST 221/ENVI 221
Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more critically about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (5-7 pages) and final essay (8-10 pages)
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ASAM Related Courses
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B General Electives
EXPE Experiential Education Courses
GBST Urbanizing World Electives
LATS Core Electives
Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Merida Rua

LATS 224 U.S. Latina @ Religions (D)
Crosslistings: LATS 224/AMST 224/REL 224
In this course, we will engage aspects of Latin@ religious experiences, practices, and expressions in the United States of America. We examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latin@ communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices—such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latin@ Muslims, and Santería—by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. We will also consider, though more briefly, historical contexts in Iberia and Latin America, as well as questions of how one studies Latin@ religions. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latin@ religious formations developed, this EDI course examines issues of social and institutional power relations that influence particular religious formations.
Class Format: discussion
Requirements/Evaluation: based upon class participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final review essay.
Prerequisites: none
Enrollment Preferences: none
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives
Not Offered Academic Year 2017
LEC Instructor: Jacqueline Hidalgo
strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, short weekly writing assignments, a 5-page midterm paper, and a 10- to 15-page final research paper examining an American utopia

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Distributional Requirements:** Division 2

**Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

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**LATS 231(S) Approaches to Media Studies: Analyzing Mediated Difference (D)**

**Crosslistings:** LATS 231/AMST 231/WGSS 232

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hand-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography, and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity.

This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minority communities. According to the EDI framework this class engages in the comparative study of cultures and societies, examines questions of power and privilege, and aims to sharpen students' critical theorization of difference in the media.

**Class Format:** seminar

**Requirements/Evaluation:** participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current media Studies methods

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses LATS Comparative Race + Ethnic Studies Electives LATS Core Electives

**WGSS Racial Sexual + Cultural Diversity Courses**

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**LATS 240(F) Latina/o Language Politics: Hybrid Voices (D)**

**Crosslistings:** LATS 240/AMST 240/COMP 210

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including theatre, autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

**Class Format:** seminar

**Requirements/Evaluation:** participation, two essays, final take-home examination

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Notes:** meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP

**Distributional Requirements:** Division 2

**Exploring Diversity**

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

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**LATS 241(S) Performing Masculinity in Global Popular Culture (D)**

**Crosslistings:** WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their economy change the ideal shape, appearance, and performance of men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

**Class Format:** seminar

**Requirements/Evaluation:** masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay

**Extra Info:** includes 8-10 page paper based on primary and secondary sources and interactive component: video, map, photographs, material cultures exhibit plan, etc.

**Prerequisites:** none

**Enrollment Preferences:** in the event of over-enrollment, a short statement of interest will be solicited

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distribution Notes:** meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

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**LATS 234(F) Religion and Migration (D)**

**Crosslistings:** LATS 234/REL 234/AMST 234

This course is concerned with the ways in which migrants groups have altered the religious landscape of the U.S. and how they innovatively reproduce practices from their places of origin. Crossing into the U.S. from the eastern seaboard, the Pacific Rim, and the southern border with Mexico, migrants bring their new ways of creating sacred space and negotiated religious life. We will seek to understand the multifaceted relationship between religion and migration. How have migrants negotiated the role of religion in their private and public lives? What have been the social consequences pertaining to gender, praxis, respectability? The course take into account earlier iterations of migration from the nineteenth century but case studies in this course will draw heavily from the third wave of American immigration, characterized by twenty-first-century "internal migrations" of African Americans, Latinos/Hispanics, Native Americans, and rural dwellers into the urban environment. We will conclude by examining the ways in which forces of modern globalization have changed the nature of religious diversity in the U.S. In this EDI course, we will extensively compare migrant cultures as we interrogate power and privilege pertaining to race and religion. The cultural production of these migrant groups that we will examine will offer students an empathetic understanding of diverse cultures and their form of belonging.

**Class Format:** seminar

**Requirements/Evaluation:** student participation, weekly reflection papers (up to half page), midterm primary source write up (up to 5 pages), and a final project on "Representing Religious Migrations"

**Extra Info:** includes 8-10 page paper based on primary and secondary sources and interactive component: video, map, photographs, material cultures exhibit plan, etc.

Course may require a field trip may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Exploring Diversity**

**Other Attributes:**
LATS 247(S) Religion, Environment, and the American West (D)
From the "Land of Enchantment" of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the "sacroscapes" of the American West. Historical research by Patricia and other scholars of religion and history account for the relationships between the past and present? Most mainstream religious historical treat religious practice and identity in the U.S. West as additive rather than complementary. How do scholars of religion and history account for these relationships? How and why do Peoples employ alternative religious practices to resolve their conflicts with orthodox forms of religious authority? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender, and class on the labor histories of Latinas and Latinxs.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 20
Distribution Requirements: Division 2
Explores Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
LATS Core Electives
Not Offered Academic Year 2017
LEC Instructor: Carmen Whalen

LATS 258 Latina/o Installation and Site-Specific Art Crosslistings: LATS 258/ARTH 258
This course will explore the various forms of installation and site-specific artworks created by Latina/o artists for museums and public space. We will examine the ways in which Latina/o artists have used space as a medium to express the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. We will study, from traditional to experimental, including murals, sculpture, performance, video, and multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies. 
Class Format: lecture/discussion
Requirements/Evaluation: two short papers, periodic research reports, final research paper, and presentation
Prerequisites: LATS 105 or ARTH 101-102 or permission of instructor
Enrollment Preferences: Latina/o Studies concentrations and Art majors
Enrollment Limit: 19
Expected Class Size: 12
Distribution Notes: meets Division 2 requirement if registration is under LATS, meets Division 1 requirement if registration is under ARTH
Distribution Requirements: Division 2
Other Attributes: AMST Arts in Context Electives AMST Space and Place Electives LATS Core Electives
Not Offered Academic Year 2017
LEC Instructor: C. Ondine Chaoyah

LATS 286 Latina/o History, 1848 to the Present (D)
Crosslistings: LATS 286/HIST 286
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to harbor sizable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and what makes them distinct? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender, and class on the labor histories of Latinas and Latinxs.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 20
Distribution Requirements: Division 2
Explores Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
LATS Core Electives
Not Offered Academic Year 2017
LEC Instructor: Carmen Whalen

LATS 306 Queer of Color Critique: Race, Sex and Urban Life (D)
Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishism, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.
Class Format: discussion/lecture
Requirements/Evaluation: mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events
Prerequisites: none
Enrollment Preferences: Women's Gender & Sexuality Studies majors or prospective majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP
Distribution Requirements: Division 2
Explores Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives ASAM Related Courses LATS Comparative Race + Ethnic Studies Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses
Not Offered Academic Year 2017
LEC Instructor: Gregory Mitchell

LATS 309 Scriptures and Race Crosslistings: REL 309/AFR 309/LATS 309
This course focuses on the relationships between constructions of race in the post-1492 American world and "Christian scriptures." The big questions of the course will be how the representations of power are intertwined with the meaning of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been imbued in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how peoples imagine themselves, their communities, and their relationship to religious and racial "others"? How do scriptures and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.
Class Format: lecture/discussion
LATS 312(S) Chicago
Crosslistings: LATS 312/AMST 312/ENVI 313
"The city of big shoulders has plenty of room for diversity," reads the official visitor's website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity—social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of hi-end versus low-end, and the mass media and the everyday are the everyday functions of personal style among women of color? Is it transnational media play in the development and circulation of popular American" or "Asian American" female aesthetic exists? What role do "God-talk" broadly termed "liberation theologies" that critiqued and challenged social relationships of class, colonization, race, culture, gender, sexuality, (dis)ability, and ecology. These theologies were borne out of and in turn deeply shaped struggles against oppressive regimes and structures in the Americas, and as such we will focus on some specific theological writings—such as those of Gutierrez—and their relationship to distinct social movements and struggles over land, economy, and political power, especially in Brazil, El Salvador, Mexico, and the United States of America between 1960-2000. This EDI course examines issues of social and institutional power relations that influence particular religious formations as well as the way religious formations respond to and are shaped by social and institutional power relations
Class Format: discussion
Requirements/Evaluation: evaluation will be based on attendance and class participation, group presentations and discussions, 5 critical briefs (2-pages) and a book review essay (12-15 pages)
Prerequisites: none
Enrollment Preferences: American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVSP SC-B Group Electives GBST Urbanizing World Electives LATS Core Electives

Spring 2017
LEC Section: 01 MW 07:00 PM 08:15 PM Instructor: Merida Rua
LATS 313(S) Gender, Race, and the Power of Personal Aesthetics (D)
Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 326
This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetics exist? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?
Class Format: seminar
Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course
Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's and Gender and Sexuality Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: LATS Core Electives
Not Offered Academic Year 2017
LEC: Instructor: Jacqueline Hidalgo
LATS 335 Race, Gender, and Performance from Literature to Social Media (D)
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parkes's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking
students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.

**Class Format:** seminar

**Requirements/Evaluation:** in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or TAE; meets Division 2 requirement if registration is under AMST, LATS or WGSS

**Distributional Requirements:**
- Division 2
- Exploring Diversity

**Other Attributes:**
- AMST Core Electives
- LATS Comparative Race + Ethnic Studies Electives
- WGSS Racial Sexual + Cultural Diversity Courses
- WGSS Theory Courses

**Not Offered Academic Year 2017**

**SEM Instructor:** Vivian Huang

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**LATS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (D) (W)**

**Crosslistings:** LATS 338/AMST 339/WGSS 338

In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

**Class Format:** seminar

**Requirements/Evaluation:** class participation, one semester-long original research project conducted in stages

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** prior courses in AMST, LATS, or WGSS; not open to first-year students

**Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- Writing Intensive

**Other Attributes:**
- AMST Arts in Context Electives
- AMST Comp Studies in Race, Ethnicity, Diaspora
- AMST Critical and Cultural Theory Electives
- GBST Borders, Exiles + Diaspora Studies Electives
- LATS Core Electives
- WGSS Racial Sexual + Cultural Diversity Courses
- WGSS Theory Courses

**Not Offered Academic Year 2017**

**SEM Instructor:** Maria Elena Cepeda

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**LATS 343 Conquistadors in the New World**

**Crosslistings:** HIST 343/LATS 343

The Spanish conquest of the Americas happened with astonishing rapidity. Christopher Columbus entered the Caribbean in 1492; Hernando Cortes completed the conquest of the Aztecs of central Mexico in 1521; Francisco Pizarro triumphantly entered the Inca capital Cuzco, in Peru, in 1533. Other conquerors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazon basin to the Atlantic. "We came," wrote the conquistador Bernal Dias del Castillo, "to serve God, and our King, and to get rich." Their deeds were legendary, the courage, daring, and endurance remarkable. They were also notoriously quarrelsome, greedy, and cruel. Before their onslaught the major civilizations of the New World crumbled—destroyed or changed beyond recognition. Rarely in history have so few conquered so many so quickly. The conquest of the New World has both excited and appalled the human imagination for more than five centuries. Many questions remain to be answered or are still capable of provoking controversy. Who exactly were the conquerors? What motivated them? What meaning did they themselves assign to their actions? How could they justify their many misdeeds? How did they develop their sense of the Other? Why did resistance by indigenous peoples and regimes ultimately fail? Was the conquest somehow preordained? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquerors and the Amerindian worlds?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on four short essays, class presentations, and a self-scheduled final exam

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** History majors

**Enrollment Limit:** 30

**Expected Class Size:** 30

**Distributional Requirements:**
- Division 2

**Other Attributes:**
- AMST Space and Place Electives
- HIST Group C Electives - Europe and Russia
- HIST Group D Electives - Latin America + Caribbean
- HIST Group P Electives - Premodern
- LATS Countries of Origin + Transnationalism Elect

**Not Offered Academic Year 2017**

**LEC Instructor:** James Wood

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**LATS 346 Latinas/os and the Media: From Production to Consumption (D) (W)**

**Crosslistings:** LATS 346/AMST 346

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Class Format:** seminar

**Requirements/Evaluation:** evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 12- to 15 page research paper conducted in stages

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- Writing Intensive

**Other Attributes:**
- AMST Arts in Context Electives
- AMST Comp Studies in Race, Ethnicity, Diaspora
- FMST Core Courses
- FMST Related Courses
- LATS Core Electives

**Not Offered Academic Year 2017**

**SEM Instructor:** Maria Elena Cepeda

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**LATS 382 Latina/o Politics (D) (W)**

**Crosslistings:** LATS 382/HIST 382/WGSS 382

This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3-5 pages each); and a final paper (7-10 pages)

**Prerequisites:** none

**Enrollment Preferences:** Latina/o Studies concentrators and History majors; open to first-year students

**Enrollment Limit:** none

**Expected Class Size:** 20

**Distributional Requirements:**
- Division 2
- Exploring Diversity

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- HIST Group F Electives - U.S. + Canada
- LATS Core Electives
- WGSS Racial Sexual + Cultural Diversity Courses

**Not Offered Academic Year 2017**

**SEM Instructor:** Maria Elena Cepeda

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**LATS 386 Latinas in the Global Economy: Work, Migration, and Households (D)**

**Not Offered Academic Year 2017**

**LEC Instructor:** James Wood

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An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.

Distributional Requirements: meets Division 2 requirement if registration is under AMST, AFRR or LATS; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars
ENGL Literary Histories C
LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2017
SEM Instructor: Dorothy Wang

LATS 408 Envisioning Urban Life: Objects, Subjects, and Everyday People (D) (W)
Crosslistings: LATS 408/AMST 408

What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be "urban," to live in an "urban community," or to be the product of an "urban environment"? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we may cover include historical accounts of the varied ways in which poverty and "urban culture" have been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience. The course fulfills the Exploring Diversity Initiative requirement as it explores how various forms of urban inequality affect the collective experience of social actors in diverse race and class categories. It focuses on the complex and contradictory ways in which urban residents confront and negotiate, and at times challenge social and structural inequalities and the changing political economy of U.S. cities.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project
Prerequisites: prior courses in AMST, LATS, or permission of instructor; not open to first year students
Enrollment Preferences: senior Latina/o Studies concentrators and senior American Studies majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
LATS 400-level Seminars

Not Offered Academic Year 2017
SEM Instructor: Merida Rua

LATS 409(F) Transnationalism and Difference: Comparative Perspectives (D) (W)
Crosslistings: LATS 409/AMST 411/WGSS 409

In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethnic-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethnic-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing
Enrollment Preferences: Latina/o Studies concentrators, Women's Gender, and Sexuality Studies majors, and American Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 10
Distributional Requirements:
Division 2
Exploring Diversity
Class Format: tutorial
Requirements/Evaluation: evaluation will be based on class attendance, analytical essays, responses, and revised essays
Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week’s reading. The other student will respond orally with a 2-page response to their partner’s paper.
Prerequisites: none
Enrollment Preferences: majors and concentrators in Religion, Latin/o Studies, Comparative Literature, and Women’s, Gender, and Sexuality Studies or students who have previous coursework in those programs
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Other Attributes: Writing Intensive
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper
Prerequisites: none
Enrollment Preferences: seniors, concentrators, majors, those with prior relevant coursework
Enrollment Limit: 19
Expected Class Size: 10
Distributional Requirements: Division 2
Extra Info: Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester.
Not Offered Academic Year 2017
SEM Instructor: C. Ondine Chavoya
LATS 462 Art of California: Pacific Standard Time (D) (W)
Crosslistings: ARTH 462/AMST 462/LATS 462/ARTH 562
Not Offered Academic Year 2017
SEM Instructor: Jacqueline Hidalgo
LATS 462 Art of California: Pacific Standard Time (D) (W)
Crosslistings: ARTH 462/AMST 462/LATS 462/ARTH 562
In this course, we will study the visual arts and culture of California after 1960 and consider the region’s place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and conceptualism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine Southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on several short writing assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ARTH 102
Enrollment Preferences: senior Art major and senior Latina/o Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives
LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (D) (W)
Crosslistings: ARTH 464/LATS 464
This course examines the contemporary history of Latina/o visual culture and explores the various relations between cultural expression, identity formation, and public representation. We will begin by considering the critical and aesthetic practices that emerged in the context of civil rights actions and nationalist movements, which often focused on issues of visibility, self-representation, and autonomy. The topics of immigration, transnationalism, and the “Latinization” of the United States will then be analyzed in depth as we examine representations of and representations by Latinas/os in film and television, the visual arts, advertising, and other forms of popular media. Throughout the course, we will investigate the role of visual culture in determining taste and trends as well as shaping notions of belonging and cultural citizenship.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, a research presentation, several short writing assignments (1-2 pages), and a final research paper
Prerequisites: LATS 105 or ARTH 101-102 or permission of instructor
Enrollment Preferences: Latina/o Studies and Art History seniors and juniors
Enrollment Limit: 12
Expected Class Size: 12
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS
Distributional Requirements: Division 1
Other Attributes: AMST Arts in Context Electives
LATS 400-level Seminars
Not Offered Academic Year 2017
SEM Instructor: C. Ondine Chavoya
LATS 471(S) Comparative Latina/o Migrants (D) (W)
Crosslistings: LATS 471/HIST 471
Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms “Hispanic” and “Latina/o” to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of...
immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches. In this EDI course, we ask whether the history and processes of racialization in the United States has created similarities and/or differences in each group’s experiences, and to what extent the field of Latina/o Studies offers an alternative to racial biases embedded in the dominant academic discourses.

Class Format: discussion/seminar

Requirements/Evaluation: evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical essay, and a research paper based in part on primary sources

Prerequisites: none

Enrollment Preferences: History majors and Latina/o Studies concentrators

Expected Class Size: 8-15

Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
GBST Borders, Exiles + Diaspora Studies Electives
HIST Group F Electives - U.S. + Canada
LATS 400-level Seminars

Spring 2017
SEM Section: 01 TR 01:10 PM 02:25 PM Instructor: Carmen Whalen

LATS 493(F) Senior Honors Thesis: Latina/o Studies
Students beginning their thesis work in the fall must register for this course and subsequently for LATS 031 during Winter Study.

Class Format: independent study

Prerequisites: approval of program chair; limited to senior honors candidates

Distributional Requirements:
Division 2

Fall 2016
HON Section: 01 TBA Instructor: Carmen Whalen

LATS 494(S) Senior Honors Thesis: Latina/o Studies
Students beginning their thesis work in Winter Study must register for this course.

Class Format: independent study

Prerequisites: approval of program chair; limited to senior honors candidates

Distributional Requirements:
Division 2

Spring 2017
HON Section: 01 TBA Instructor: Carmen Whalen

LATS 497(F) Independent Study: Latina/o Studies

Class Format: independent study

Distributional Requirements:
Division 2

Fall 2016
IND Section: 01 Cancelled

LATS 498(S) Indep Study: Latina/o Studies

Independent Study/Latina/o Studies

Class Format: independent study

Distributional Requirements:
Division 2

Spring 2017
IND Section: 01 Cancelled

LEADERSHIP STUDIES (DIV II)
Chair: Associate Professor JUSTIN CROWE

Advisory Committee: Professors: M. BERNHARDSSON, S. DUNN, J. MCALLISTER, N. MELLOW, J. WOOD**. Associate Professor: J. CROWE.

Stanley Kaplan Distinguished Visiting Professor: R. MCMAHON. Visiting Professor: C. GIBSON. Visiting Lecturer: G. CHANDLER**. Stanley Kaplan Postdoctoral Fellow: G. JACKSON.

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationship between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders’ legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog (below the description of the tracks) for the full list of elective offerings in a given year.

LEADERSHIP STUDIES — TRADITIONAL TRACK

The introductory course:
LEAD/PSCI 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

One required course on ethical issues related to leadership, typically:
PHEL 119 Introduction to Moral and Political Philosophy: Plato with Footnotes
PSCI 203 Introduction to Political Theory

Two core courses dealing with specific facets or domains of leadership, such as:
CLAS 323/LEAD 323/HIST 323 Leadership, Government, and the Governed in Ancient Greece
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 241/LEAD 241 The Rise and Fall of the Soviet Union
HIST 326 War in European History
HIST 381/AFR 381 From Civil Rights to Black Power
HIST 475/LEAD 475 Modern Warfare and Military Leadership
LEAD 212/HIST 393 Sister Revolutions in France and America
LEAD 250/PSCI 205 Political Leadership
LEAD 285/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
LEAD 295 Leadership and Management
PSCI 206/LEAD 206 Dangerous Leadership in American Politics
PSCI 216/LEAD 216 American Constitutionalism I: Structures of Power
PSCI 217/LEAD 217 Modern Constitutionalism II: Rights and Liberties
PSCI 218/LEAD 218 The American Presidency
PSCI 309/LEAD 309 Problems and Progress in American Democracy
PSCI 311/LEAD 311 Congress
PSCI 314 Leadership in American Political Development
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
SOC 387 Propaganda

One leadership studies winter study course (listed separately in the catalogue):

Capstone Course
LEAD 402 The Art of Presidential Leadership

LEADERSHIP STUDIES — KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An introductory course:
HIST 262 The U.S. and the World, 1776-1914
PSCI/LEAD 120 America and the World or LEAD/PSCI 125 Power, Leadership and Legitimacy: An Introduction to Leadership Studies

One required course on issues related to American domestic leadership, such as:
LEAD 250/PSCI 205 Political Leadership
LEAD 285/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
LEAD 402 The Art of Presidential Leadership
PSCI 218/LEAD 218 The American Presidency
PSCI 309/LEAD 309 Problems and Progress in American Democracy

Three required courses dealing with specific facets of American foreign policy leadership, such as:
HIST 262 The United States and the World, 1776 to 1914
HIST 263 The United States and the World, 1914 to the Present
HIST 388 Decolonization and the Cold War
HIST 389/ASST 389/LEAD 389 The Vietnam Wars
HIST 464/LEAD 464 The United States and the Vietnam War
PSCI 225 International Security
PSCI 262/LEAD 262 America and the Cold War
PSCI 263/LEAD 242 America and the Vietnam War
PSCI 266 The United States and Latin America
PSCI 312/LEAD 362 The Wilsonian Tradition in American Foreign Policy
SOC 202 Terrorism and National Security

Capstone Courses
PSCI/LEAD 365 U.S. Grand Strategy (W) or LEAD 402 Domains of Leadership: The Roosevelt Style of Leadership or PSCI 420 Henry Kissinger: Detente and the End of the Cold War
 STUDY AWAY

You can find general study away guidelines for Leadership Studies here.

LEAD 120(S) America and the World
Crosslistings: PSCI 120/LEAD 120/GBST 101
This course helps students understand the US role in the world. It provides insights into American involvement in various international issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation; terrorism; humanitarian disasters in Syria and Libya; and the challenges of climate change.

We will not only describe American involvement in various international issues but also seek to understand the reasons why the US often chooses, or should not be involved, and we will see why such careful reasoning sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: lecture
Requirements/Evaluation: papers, participation, and exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 35
Expected Class Size: 30
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Spring 2017
LEC Section: 01   MWF 11:00 AM 12:15 PM   Instructor: Galen Jackson

LEAD 125(F) Leadership, Power and Legitimacy: An Introduction to Leadership Studies
Crosslistings: LEAD 125/PSCI 125
Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology, among others. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of economics, psychology, and sociology, among others. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study. It is precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.

Class Format: lecture/discussion
Requirements/Evaluation: class participation and several brief (1 page) response papers, a short mid-term paper, and a longer final paper
Prerequisites: none
Enrollment Preferences: first-year students and sophomores
Enrollment Limit: 25
Expected Class Size: 25
Dept. Notes: open in POLITICAL SCIENCE major
Distributional Requirements: Division 2

Fall 2016
LEC Section: 01   TF 01:10 PM 02:25 PM   Instructor: Chip Chandler

LEAD 135T The Great War, 1914-1918 (W)
Crosslistings: HIST 135/LEAD 135
During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, warfare, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement.

What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Class Format: tutorial
Requirements/Evaluation: paper or critique every week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores, who have not previously taken a 100-level tutorial
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Not Offered Academic Year 2017

LEC Instructor: Magnus Bernhardsson

LEAD 157 From Powhatan to Lincoln: Discovering Leadership in a New World (W)
Crosslistings: HIST 157/LEAD 157/AMST 157
The collision of cultures and peoples in colonial North America created a New World that demanded new forms of political leadership. This course explores
the history of leadership from the colonial era to the Civil War through the study of consequential individuals whose actions shaped seminal moments in American history. As often as possible, the course will analyze how leaders to stand the many different forms of leadership that existed throughout American history and how historical contexts affected individual decisions. The course opens with Powhatan, whose Native American empire spanned the East Coast of North America, and John Smith, who confronted this Indian empire as he tried to establish England's first toehold in the New World, and it ends with Abraham Lincoln, who tried to keep together a nation that Jefferson aimed to destroy. In between, the course will explore colonial leaders like John Winthrop, the first governor of the Massachusetts Bay Colony; African American leaders like Gabriel Prosser, who led a slave rebellion, and Richard Allen, a free black abolitionist; presidents like George Washington and Thomas Jefferson; First ladies like Abigail Adams and Dolley Madison; advocates for women's rights like Elizabeth Cady Stanton and Susan B. Anthony, and others. Providing a survey of early American history through the study of these individuals, students will have a deeper appreciation of how historical processes shaped leaders—and how leaders have shaped history.

**Class Format:** Seminar

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly writing assignments, three 5-page essay assignments, and a final paper.

**Prerequisites:** First-year or sophomore standing; juniors or seniors with permission for instructor.

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

**Enrollment Limit:** 15-19

**Distributional Requirements:**

- Division 2
- Writing Intensive
- Other Attributes: HIST Group F Electives - U.S. + Canada
- HIST Group P Electives - Premodern
- LEAD American Domestic Leadership
- LEAD Facets or Domains of Leadership

**Not Offered Academic Year 2017**

**SEM** Instructor: Patrick Spero

**LEAD 206(T) Dangerous Leadership in American Politics (W)**

*Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders? A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped to move policy toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagoguery, and it would be convincing not to be the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition's leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous leadership describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?*

**Class Format:** Tutorial

**Requirements/Evaluation:** Six 5-page essays; six 2-page response papers; and one 5-page rewritten essay.

**Extra Info:** May not be taken on a pass/fail basis; not available for the fifth course option.

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators.

**Enrollment Limit:** 10

**Expected Enrollment Limit:** 10

**Distributional Requirements:**

- Division 2
- Writing Intensive
- Other Attributes: HIST Group F Electives - U.S. + Canada
- HIST Group P Electives - Premodern
- LEAD American Domestic Leadership
- LEAD Facets or Domains of Leadership

**Fall 2016**

**TUT Section:** T1

**MEETING:** MW 8:30 AM-10:05 AM

**Instructor:** Nicole Mellow

**LEAD 207(F) The Modern Middle East (D)**

*This survey course addresses the main economic, religious, political, and cultural trends in the modern Middle East. Topics to be covered include cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of national states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination. This course is part of the Exploring Diversity initiative because it compares the differences and similarities between different cultures and societies in the Middle East and the various ways they have responded to one another in the past.*

**Class Format:** Lecture/discussion

**Requirements/Evaluation:** Participation will be based on participation, 2 short papers, quizzes, midterm and final exam.

**Extra Info:** May not be taken on a pass/fail basis.

**Enrollment Preferences:** Open to all students.

**Enrollment Limit:** 40

**Expected Class Size:** 30-40

**Distribution Notes:** HIST Group E Electives - Middle East

**Fall 2016**

**LEC Section:** 01

**MEETING:** 01 MR 01:10 PM-02:25 PM

**Instructor:** Magnus Bernhardsson

**LEAD 212(S) Sister Revolutions in France and America**

*Crosslistings: LEAD 212/HIST 393*

*In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restoration of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Jacquelin, Edmund Burke and others.*

**Class Format:** Seminar

**Requirements/Evaluation:** Evaluation will be based on three papers, several class presentations, and active participation in class discussions.

**Extra Info:** May not be taken on a pass/fail basis; not available for the fifth course option.

**Enrollment Preferences:** Students with backgrounds in American history, French history or Political Science.

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:**

- Division 2
- Other Attributes: HIST Group C Electives - Europe and Russia
- HIST Group F Electives - U.S. + Canada
- HIST Group P Electives - Premodern
- LEAD Facets or Domains of Leadership

**Spring 2017**

**SEM Section:** 01

**MEETING:** 01 W 01:10 PM-03:50 PM

**Instructor:** Susan Dunn

**LEAD 216 American Constitutionalism I: Structures of Power**

*Crosslistings: PSCI 216/LEAD 216*

*How has the American Constitution been debated and understood over time? What are the relations between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power—the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to sparring concerning the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendency of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be to no longer elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.*

**Class Format:** Lecture/discussion

**Requirements/Evaluation:** Three 5- to 7-page essays, a final exam, and class participation.

**Enrollment Preference:** None.
The October Revolution of 1917 brought to power in the debris of the Russian Empire a political party committed to the socialist transformation of society, culture, the economy, and individual human consciousness. Less than seventy-five years later, the experiment appeared to end in failure, with the stunning collapse of the Soviet Union in December 1991. Using a combination of primary and secondary sources, this course will explore the nature and historical significance of the Soviet experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of the Soviet Union.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on class participation, a map quiz, several short papers based on class readings, and a final self-scheduled exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Distributional Requirements:**

- Division 2
- Other Attributes: ENVP PTL-A Group Electives
- JLST Enactment/Applications in Institutions
- LEAD Facets or Domains of Leadership
- POEC U.S. Political Economy + Public Policy Course
- PSCI American Politics Courses

**Not Offered Academic Year 2017**

**LEC Instructor:** William Wagner

**LEAD 242 America and the Vietnam War (W)**

Crosslistings: PSCI 263/LEAD 242

Every American president from Franklin Roosevelt to John F. Kennedy sought to avoid a commitment of ground forces to Vietnam. Lyndon Johnson also feared the consequences of a massive American commitment, but he eventually sent over half a million men to Vietnam. Richard Nixon hoped to conclude a peace with honor when he assumed the presidency, but the war lasted for another four years with many additional casualties. This course examines the complex political processes that led successive American presidents to get involved in a conflict that all of them deeply wished to avoid. We will examine both the international and domestic context of the war, as well as pay close attention to both South and North Vietnamese perspectives on the war. In addition, we will examine the long-standing arguments among both historians and political scientists over how to explain and interpret the longest and most controversial war in American history.

**Class Format:** seminar

**Requirements/Evaluation:** two 7-page papers, one 8- to 10 page paper, and active class participation

**Prerequisites:** none

**Enrollment Preferences:** sophomore and junior Political Science majors and Leadership Studies concentrators

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributional Requirements:** Division 2

**Writing Intensive**

**Other Attributes:** LEAD American Foreign Policy Leadership

**PSCI International Relations Courses**

**Not Offered Academic Year 2017**

**SEM Instructor:** James McAllister

**LEAD 250 Political Leadership**

Crosslistings: LEAD 250/PSCI 205

This course will examine the leadership strategies of American political leaders with an emphasis on the importance of communication strategies for public communication and the changes that new media has brought to the practice of politics and government. We will then explore the tenets of political strategy—both in campaigns and governing. This segment of the course will take a look at the tools used in crafting a strategy and how to put together a winning coalition. The final classes in the course will explore the challenges and opportunities facing select sub-groups of political leaders: women, celebrity candidates and officeholders and high-achieving young political leaders—operatives and elected officials.

**Class Format:** seminar

**Requirements/Evaluation:** three short papers and a final research paper

**Extra Info:** not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:** Division 2
LEAD 255 Perspectives on the American Revolution

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation (20%), mid-term (20%) and final (25%) exams, and a final project (35%)
Prerequisites: none; open to all
Enrollment Preferences: History majors and Leadership Studies concentrators
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017
LEC  Instructor: Patrick Spero

LEAD 259 The Politics of Presidential Leadership, 1776-1860

Crosslistings: HIST 359/LEAD 259

This course will trace the development of the presidency from George Washington to Abraham Lincoln. By focusing on the most consequential presidents of the period, the class will explore presidential successes and failures during times of peace and prosperity and during times of war and depression. As often as possible, the class will examine the tactics of these presidents' political rivals to understand how competing politicians tried to navigate the social and political terrain of their day. Through the study of biography and primary sources, students will offer critical appraisals of the presidents of the period, the class will explore presidential successes and failures during times of peace and prosperity and during times of war and depression.

Requirements/Evaluation: evaluation will be based on class participation (25%), class presentation (10%), group presentation (5%), two essay assignments (each 15%), and a final project (30%)
Prerequisites: none
Enrollment Preferences: History majors and Leadership Studies concentrators
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017
LEC  Instructor: Patrick Spero

LEAD 261(F) The United States and the World, 1914 to the Present

Crosslistings: HIST 263/PSCI 261/LEAD 261

This course explores America's engagement with the world from 1914 to the present. The First World War ushered in a new era for U.S. foreign relations. The self-identified isolationist power became a principal player on the world stage and by the end of the Second World War emerged as one of the two global superpowers, poised to compete with the Soviet Union in a protracted Cold War. After the Cold War ended in 1991, some spoke of the United States as a "hyperpower," but how should it exercise its unrivaled power was far from clear. Through a mixture of lecture and discussion, this course introduces students to the key events of America's most powerful century and to the new wave of scholarly literature being written about the United States and the World. Readings will reflect current trends in the sub-field, which focuses not only on high-level diplomacy, but also on a range of other factors that influence foreign relations, including ideology, race, gender, culture, domestic politics, and the roles of individual personalities.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, short papers, a midterm exam, and a final exam
Prerequisites: none; open to all
Enrollment Limit: 40
Expected Class Size: 25-30
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

LEAD American Foreign Policy Leadership

Not Offered Academic Year 2017
LEC  Instructor: Jane Swift

LEAD 262(F) America and the Cold War

Crosslistings: PSCI 262/LEAD 262/HIST 261

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, why did the Cold War end long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion
Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of term papers
Prerequisites: none; PSCI 202 is recommended but not required
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Other Attributes: LEAD American Foreign Policy Leadership
PSCI International Relations Courses

Fall 2016
LEC Section: 01  MR 02:35 PM 03:50 PM  Instructor: Robert McMahon

LEAD 285(F) The Revolutionary Generation: Galaxy of Leaders

Crosslistings: LEAD 285/PSCI 285/HIST 354

The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison's and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Class Format: seminar
Requirements/Evaluation: evaluation based on three papers, several class presentations, and active participation in all discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar
Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada

LEC  Instructor: Robert McMahon

LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership

Fall 2016
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Susan Dunn

LEAD 293(S) Leadership and Political Change

Crosslistings: LEAD 293/PSCI 293

Primary Crosslisting

This course will examine the foundations of effective political leadership — both transformational and evolutionary. It will balance theory and practice, case studies and student exploration to better understand how political change and policy reform is enacted in a representative democracy. The course begins with a framework to evaluate leadership, transitions to examining the
importance of vision in effecting political change, moves to an in-depth look at effective communicative strategies and mobilization techniques required to realize that change, and concludes with an assessment of the prospects for leadership in the current political landscape. We will cover presidential, congressional, and military leadership and include prominent guest speakers from the world of American politics.

**Class Format:** lecture

**Requirements/Evaluation:** two 5-7 page analytic essays, final exam, and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** LEAD concentrators and PSCI majors

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:** LEAD American Domestic Leadership

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**Expected Class Size:** 25

**Distributional Requirements:** Division 2

**Other Attributes:** LEAD American Domestic Leadership
offered by politicians, artists, intellectuals, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America — as told by those who lived it.

Class Format: tutorial
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Political Science majors and prospective majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive

Other Attributes:
AMST Critical and Cultural Theory Electives
PSCI American Politics Courses
PSCI Political Theory Courses

Not Offered Academic Year 2017
TUT  Instructor: Justin Crowe
LEAD 314 Leadership in American Political Development (W) Crosslistings: PSCI 314/LEAD 314
From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)—and who pays them? The goal of this course is to assess American political change, or lack of it, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individual agency and leadership has mattered in the transformation of American political systems, and/or Leadership Studies is preferred; open to first-year students with instructors permission
Enrollment Limit: 19
Expected Class Size: 12
Distributional Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS
Distributional Requirements:
Division 1
Writing Intensive

Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group P Electives - Premodern
LEAD Facets or Domains of Leadership
Not Offered Academic Year 2017
LEC  Instructor: Kerry Christensen
LEAD 325(S) The Roosevelt Style of Leadership Crosslistings: LEAD 325/HIST 358
In this seminar we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Franklin Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.
Class Format: seminar
Requirements/Evaluation: evaluation based on participation in class discussions, oral reports, two research papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar
Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
HIST Group F Electives - U.S. + Canada
Spring 2017
SEM Section: 01  T 01:10 PM 03:50 PM  Instructor: Susan Dunn
LEAD 327(F,S) Leadership and Strategy (W) Crosslistings: PSCI 327/LEAD 327
This course is about the role of leaders and statecraft in international relations. In particular, this course examines the relationship between political and military objectives. The aim is to identify and analyze the principal structural and situational constraints—both foreign and domestic—that limit leaders' freedom of action, and which they must manage effectively to achieve their diplomatic and military goals. The course integrates theoretical perspectives related to a range of international security issues—including the causes of...
war, alliance politics, nuclear strategy, deterrence, coercion, reassurance, misperception, and credibility concerns— with illustrative case studies of decision-makers in action. The basic structure of the class is interdisciplinary; the goal of this approach is to utilize key conceptual arguments to gain greater leverage for the examination of major historical decisions in national security policy. Students will be asked to analyze and evaluate the strategic choices we examine, as well as the process by which they were reached. The primary objective of the course is for students to improve dramatically their understanding of the role of leaders and strategic choice in international relations.

Class Format: seminar
Requirements/Evaluation: students will be evaluated based on their participation in class, a midterm examination, and a final research paper, roughly 20-25 pages in length
Prerequisites: none
Enrollment Preferences: Political Science Majors and Leadership Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PSCI International Relations Courses

Fall 2016
SEM Section: 01 Cancelled

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Galen Jackson

LEAD 338T Garveyism (W)
Crosslistings: AFR 338/PSCI 338/LEAD 338
This course explores the life, work, political thought, and activism associated with the Jamaican Pan-Africanist Marcus Mosiah Garvey and the transnational movement—Garveyism—that was captured by its leader and founder, Marcus Mosiah Garvey, ushered into the modern world. We will investigate the founding of Garveyism on the island of Jamaica, the evolution of Garveyism during the early twentieth century across the Americas and in Africa, Garveyism in Europe in the mid-twentieth century, and the contemporary branches of Garveyism in our own late modern times. The implications of Garvey’s conflict with W. E. B. Du Bois and the subsequent cleavages in political thought and allegiances among their respective adherents will be addressed, along with various other core issues including: the relationship between race, nation, and empire; transnationalism; the meaning of power; notions of leadership; the limitations of understanding Garveyism by the phrase “Back-to-Africa”; the moral philosophy of respect, reparation, and redemption; prophetic political theory; Pan-Africanism; the impact of Garveyism on critical theological movements such as the Nation of Islam and Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.
Class Format: tutorial
Requirements/Evaluation: attendance, five 5-page essays, five 2-page critiques, and one 1-page essay for the final class
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none, open to all
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017
TUT Instructor: Neil Roberts

LEAD 340 Great Astronomers and Their Original Publications (W)
In the 2014-15 academic year our sun-library book, honoring the new library and the expansion of the Chapin Library of Rare Books, we study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle their first-edition books and other publications. Our study includes the original books published as follows: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogue, 1632), Johannes Kepler (laws of planetary motion, 1609, 1619), Johannes Hevelius and Elisabeth Hevelius (atlasses of stars and the Moon, 1647 and 1687), Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th-century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble’s law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe’s expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the librarians, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest.

Class Format: seminar
Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper
Enrollment Preferences: if over enrolled, preference by written paragraph of explanation of why student wants to take the course
Enrollment Limit: 15
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD
Distributional Requirements: Division 3
Writing Intensive
Other Attributes: SCST Related Courses

Not Offered Academic Year 2017
SEM Instructor: Jay Pasachoff

LEAD 345T Biography as American History
Biography is easily the most widely read form of American history today; in fact, historical biography is among the most popular of all literary forms in contemporary America. Yet historians oftentimes treat the genre with suspicion; moreover, they have engaged in relatively little sustained reflection about how biographical approaches might illuminate major historical questions. For its part, leadership studies treats biography as a fundamental mode of analysis; yet the genre is problematic, for its conventions sometimes obscure the social/structural contexts within which leadership is practiced. In this course, we will view American history through the lens of biography, asking what this genre reveals about the past as well as what it conceals. We will also conduct critical inquiries into the relationship between historical analysis and biography and the practice of writing history through biography. What tensions exist between history and biography, and how have writers sought to negotiate these tensions? What have historians sought to use the biographical form to do, and how successful have they been in achieving their objectives? What do biographers’ choices—their narrative emphases as well as their choices of subject—reveal about their conceptions of history? How has the writing of analytical biography changed over time? How have its practitioners sought to innovate, and toward what ends? Above all, we will seek to develop a deeper sense of the relationship between people and processes, between individual lives and history—issues fundamental to a historical understanding of leadership.
Class Format: tutorial
Requirements/Evaluation: weekly writing assignments, research proposal, research paper with presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: previous course in American history
Enrollment Preferences: Leadership Studies concentrators; History majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017
TUT Instructor: Mason Williams

LEAD 355T(S) American Realism: Kennan, Kissinger and the American Style of Foreign Policy (W)
Crosslistings: PSCI 355/LEAD 355
George Kennan is widely considered to be the author of the containment strategy that ultimately won the Cold War. Henry Kissinger served as National Security Advisor and Secretary of State. In addition to their distinguished careers in government, both men have published well-regarded and popular scholarship on various aspects of American foreign policy, international relations, and nuclear weapons. This tutorial will first examine the nature of their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will then examine their experiences as strategists and policymakers during the most crucial moments of the Cold War. One of the key questions we will seek to answer is why Kennan and Kissinger disagreed on so many important issues, ranging from the Vietnam War to the role of nuclear weapons, despite their shared intellectual commitment to Realism. Finally, we will also examine some of the more recent biographies of both men, including John Lewis Gaddis’s Pulitzer prize-winning George F. Kennan: An American Life and Niall Ferguson’s Kissinger: 1923-1968: The Idealist. Class Format: tutorial
Requirements/Evaluation: five 6-page papers, five 2-page response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science majors, Leadership Studies concentrators (foreign policy track), and History majors.
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2017
SEM Instructor: Jay Pasachoff

Spring 2017
TUT Section: T1 MWF 08:30 AM 09:45 AM Instructor: James McAllister
LEAD 402(F) The Art of Presidential Leadership
In this seminar, we will focus on the leadership skills, strategies, successes and failures of some of the greatest American presidents—Washington, Jefferson, Theodore Roosevelt, FDR, Reagan—as well as some of the most controversial—Lyndon Johnson and Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals and assemble their leadership teams? How did they mobilize followers and connect with them? What challenges did they face and what principles guided them? What failures did they meet and why? Can we relate these historical examples to the American presidency today? Readings will include correspondence, speeches, and biographies. Students will make extensive use of the Proquest data base of historical newspapers to study history as it was being made.

Class Format: seminar
Requirements/Evaluation: three papers and several class presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: LEAD 125 or permission of instructor
Enrollment Preferences: Leadership Studies concentrators and students with background in American history and Political Science
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership

LEAD 403 Making it in Africa: Business in African History
Although Africa has come to be known as a continent that relies heavily on foreign aid, that aid rarely reaches ordinary people. In fact, recent studies have suggested that foreign aid has not helped develop Africa. In spite of the staggering problems that ordinary Africans face, many see Africa—now more than ever before—as a place bursting with promise and opportunity, even if that opportunity may require challenges to conventional economic and political thinking. Increasingly, an innovative class of entrepreneurs is emerging in Africa that is husting in the formal and informal economy in order to accumulate capital. This seminar will trace the social and cultural history of entrepreneurship in Africa from the 19th century to the present. We will explore the individual journeys of several entrepreneurs, the values and objectives they nurtured, the changes in the strategy and structure of the businesses they created, and the dynamic environments in which they each lived and worked. The course will also examine the long-term impact of entrepreneurial innovation and market evolution on African communities and governments. Readings will include histories, biographies, autobiographies, ethnographies, and novels.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on participation in discussion, several short papers, and a final research paper
Prerequisites: previous courses in HIST
Enrollment Preferences: History majors and Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes: HIST Group A Electives - Africa

Not Offered Academic Year 2017

LEAD 420 The Great Transformation: America and Europe in the 20th Century
At the beginning of the 20th century, Europe was at the center of world politics and the main player in the balance of power while America was a peripheral player in the international system. American involvement in European affairs was strictly limited. By the end of the 20th century, the states of Western Europe would become greatly integrated and the threat of war was virtually abolished. No longer an isolationist power, America would become intimately involved in every facet of European and world politics. This course examines this great and fundamental transformation of the international system. We will examine American involvement in both of the world wars, the defense of Europe during the Cold War, decolonization, and the uneven but steady development of European unity and integration in the second half of the 20th century.

Class Format: seminar
Requirements/Evaluation: short response papers and a lengthy research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSCI 120 or 202
Enrollment Preferences: Political Science/International Relations concentrators and concentrators in Leadership studies (Kaplan track)
Enrollment Limit: 14

LEAD 440(S) The Russian Revolution at 100 (W)
100 years ago the February Revolution of 1917 began a process of revolution through which a new type of political regime attempted to create a modern communist society, economy, and culture. By the 1930s this process of revolutionary transformation had developed into the Stalinist system, characterized by a hypertextic state, rapid industrialization and the destruction of peasant agriculture, radical social and cultural change combined with traditionalism, and extensive state welfare combined with unprecedented state violence, all presided over by the towering figure of Joseph Stalin. The purpose of this seminar is to enable students to explore the sources and dynamics of this revolutionary process and to assess its meaning and significance in light of the past 100 years through both common readings and a seminar project. Class meetings therefore will be devoted both to the discussion of common readings intended to familiarize students with the main aspects and interpretations of the Revolution, as well as with some of the sources on which these interpretations are based, and to helping students with their research. Research topics can focus on any aspect of the Revolution, defined broadly as the period between 1900 and 1939.

Class Format: seminar
Requirements/Evaluation: short response papers, 2-3 oral presentations, substantial 18- to 25-page research paper, and class discussion
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none, but some familiarity with modern Russian or European history or background in Russian studies would be helpful
Enrollment Preferences: History majors, Leadership Studies concentrators, and students with some background in modern Russian/European history or Russian studies
Enrollment Limit: 14
Expected Class Size: 6-10
Dept. Notes: Fullfills Advanced Seminar and Group C requirements
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2017

LEAD 458 Senior Seminar: The Vietnam War and the Vietnam Era, 1961-75
This upper-level course has three major objectives. First, it will familiarize students with the basic political, military and diplomatic facts of the Vietnam War. Second, it will acquaint them more generally with broader aspects of the years 1954-75, especially the great political and cultural changes that took place within the United States beginning around 1965. Lastly, each student will have the opportunity to research and write about some aspect of one of these two topics in some detail. In so doing, students will learn some new research techniques that use up-to-date software, and may take advantage of the enormous opportunities now available for on-line research.

Class Format: seminar
Requirements/Evaluation: class participation and a 20- to 25-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: senior Political Science majors and Leadership Studies concentrators
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 2
Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2017

LEAD 464 The United States and the Vietnam War
U.S. involvement in Vietnam affected nearly every aspect of American life, including the country's overall foreign policy, its military strategy, the relationship between various branches of government, the nation's political trajectory, the role of media in society, youth culture, race relations, and more. This seminar examines America's war in Vietnam and its domestic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history—and in the role of the U.S. in the world—by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20- to 25-page paper, based in primary sources, on one aspect of America's Vietnam War.
From the early nineteenth to the twenty-first century, modern history has been marked by numerous wars fought by nation states. Some of these wars were enormously destructive, some changed history decisively on a continental or global scale. This modern period of warfare witnessed rapid and dramatic changes in the manner military forces were organized, armed, and led, and in their scale and lethality. From the smoothbore musket to the machine gun, sailing warships to dreadnaught battleships, horse-pulled artillery to the atomic bomb, submarines under the seas and warplanes in the skies, to rockets and smart weapons, war rapidly evolved and continues to evolve today. This course will study these developments, concentrating on conflicts like the Napoleonic wars, the American Civil War, World War I and World War II, with special emphasis upon the evolution of military leaders like Napoleon, Grant and Lee, Moltke, Churchill and Roosevelt, Stalin and Hitler, Nelson and Doenitz, Eisenhower and MacArthur. Is it leadership that provides the key to our understanding of modern warfare? Or is it technology? Or certain "timeless" military principles that transcend local historical contexts? Can history help us foresee the future of warfare?

**Course Information**

**Seminar: Lead courses**

**Prerequisites:** advanced courses in HIST

**Enrollment Preferences:** senior, then junior, History majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distributional Requirements:**

**Division 2**

**Other Attributes:**

- HIST Group C Electives - Europe and Russia
- HIST Group F Electives - U.S. + Canada
- LEAD Facets or Domains of Leadership
- SCST Related Courses

**Not Offered Academic Year 2017**

**SEM** Instructor: James Chapman

**LEAD 475 Modern Warfare and Military Leadership**

Crosslistings: HIST 475/LEAD 475

**Requirements/Evaluation:**

- evaluation will be based on a substantial (no upper limit) research paper on a topic of the student's choice, growing out of some aspect of the course
- Extra Info: participants will also, in teams of two or three, lead class discussion at least once, as well as give class reports on the course readings may not be taken on a pass/fail basis

**Prerequisites:**

- advanced courses in HIST

**Core Course in Materials Science**

**CHEM 336 Materials Chemistry**

**Related Courses**

- BIOL 101 The Cell
- CHEM 155 Principles of Modern Chemistry
- CHEM 156 Organic Chemistry: Introductory Level
- CHEM 251 Organic Chemistry: Intermediate Level
- CHEM 255 Organic Chemistry: Intermediate Level–Special Laboratory Section
- CHEM 256 Foundations of Modern Chemical Science
- CHEM 335 Inorganic/Organometallic Chemistry
- CHEM 336 Materials Chemistry
- CHEM 348 Polymer Chemistry
- CHEM 361 Physical Chemistry: Structure and Dynamics
- CHEM 364/ENVI 364 Instrumental Methods of Analysis
- CHEM 366 Physical Chemistry: Thermodynamics
- GEOG 202 Mineralogy
- MATH 200 Differential Equations
- PHYS 101 Electricity and Magnetism
- PHYS 202 Vibrations, Waves and Optics
- PHYS 210/MATH 210 Mathematical Methods for Scientists
- PHYS 301 Quantum Physics
- PHYS 302 Stat Mechanics & Thermodynamics
- PHYS 405 Electromagnetic Theory

**MATERIALS SCIENCE STUDIES (DIV III)**

Advisory Committee: Professors: D. AALBERTS*, P. KARABINOS, D. LYNCH, L. PARK*, J. STRAIT. Associate Professors: S. GOH.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials can create interdisciplinary programs, or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

**Core Course in Materials Science**

**CHEM 336 Materials Chemistry**

**Related Courses**

- BIOL 101 The Cell
- CHEM 155 Principles of Modern Chemistry
- CHEM 156 Organic Chemistry: Introductory Level
- CHEM 251 Organic Chemistry: Intermediate Level
- CHEM 255 Organic Chemistry: Intermediate Level–Special Laboratory Section
- CHEM 256 Foundations of Modern Chemical Science
- CHEM 335 Inorganic/Organometallic Chemistry
- CHEM 336 Materials Chemistry
- CHEM 348 Polymer Chemistry
- CHEM 361 Physical Chemistry: Structure and Dynamics
- CHEM 364/ENVI 364 Instrumental Methods of Analysis
- CHEM 366 Physical Chemistry: Thermodynamics
- GEOG 202 Mineralogy
- MATH 200 Differential Equations
- PHYS 101 Electricity and Magnetism
- PHYS 202 Vibrations, Waves and Optics
- PHYS 210/MATH 210 Mathematical Methods for Scientists
- PHYS 301 Quantum Physics
- PHYS 302 Stat Mechanics & Thermodynamics
- PHYS 405 Electromagnetic Theory

**PHYS 411 Classical Mechanics**

**MATHMATICS AND STATISTICS (DIV III)**

**Chair:** Professor SUSAN LOEPP


**MAJOR IN MATHEMATICS**

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. Mathematics is a gateway to many career paths including statistics, teaching, consulting, business, engineering, finance, actuarial studies and advanced applied mathematics. Students are strongly encouraged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

**REQUIREMENTS (nine courses plus colloquium)**

The major in Mathematics consists of nine courses plus the colloquium requirement. Mathematics is highly cumulative, and students should plan a route to completing the major that ensures the proper sequencing and prerequisites for all needed courses. Note that not all upper level courses are offered every year.

**Calculus (two courses)**

- Mathematics 140 Calculus I
- Mathematics 150 or 151 Multivariable Calculus

**Applied/Discrete Mathematics/Statistics (one course)**

- Mathematics 209 Differential Equations
- Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)
- Mathematics 200 Discrete Mathematics
- Statistics 201 Statistics and Data Analysis
- Statistics 231 Statistical Design of Experiments
- a more advanced applied/discrete/statistics course with prior department approval

**Core Courses (three courses)**

- Mathematics 250 Linear Algebra
- Mathematics 330 Real Analysis or Mathematics 351 Applied Real Analysis
- Mathematics 335 Abstract Algebra

**Completion (three courses plus colloquium)**

- Two electives from courses numbered 300 and above, or STAT 231
- Any 400-level course taken in the senior year (excluding thesis work and independent studies)

Participation in the Department Colloquium, in which all senior majors present and attend talks on mathematical or statistical topics of their choice. Majors have to attend at least 20 colloquia in their senior year and present one themselves.

**ADVANCED PLACEMENT**

Students who come to Williams with advanced placement will be moved up in the Mathematics major, and should consult with faculty to be placed in the best class reflecting their experience and background. A student who places out of a course substitutes another course numbered 200 or above in Mathematics or Statistics to complete the nine course major. Students should select courses best suited to their preparation and goals, and consult with the department faculty concerning appropriate courses and placement. The department reserves the right to refuse registration in any course for which the student is overqualified.

For example, a student starting in MATH 130 might take MATH 130 and 140 the first year, MATH 150 and MATH 200 the second year, MATH 250 and MATH 350 the third year, MATH 355 and a senior seminar the fourth year, plus the two required electives some time. Students are encouraged to consult freely with any math faculty about course selection and anything else.

**CALCULUS PLACEMENT**

Recommended placement for students who have taken an Advanced Placement Examination in Calculus (AB or BC): is:

- BC 1, 2 or AB 2, 3 Math 140
- AB 4 or 5 Math 150
- BC 3, 4 or 5 Math 151

Consult with department faculty for any Calculus or Statistics placement questions. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from 130 unless they obtain permission from the instructor.

**NOTES**

**Substitutions, Study Abroad, and Transfer Credit:** In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions or a course from another Williams department may be substituted for electives. Programs like the Budapest
Semester in Mathematics* are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates students who select other study away programs. The department offers its core courses in both the fall and the spring to allow students to spend more easily a semester away. You can find general study away guidelines for mathematics away. The department, though, normally accommodates semester in Mathematics* are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates semester in Mathematics* are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates semester in Mathematics* are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates semester in Mathematics* are recommended for majors who wish to focus on mathematics away. 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application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams. These can, with prior permission, include courses taken away. Students with transfer courses normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

Course Admissions: Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for 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 statistics, originality in methods of investigation, and, where appropriate, creativity in research.

Courses normally consist of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four or more examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, creativity, and originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

MATH 102(F) Foundations in Quantitative Skills

This course is designed to strengthen the student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will cover topics at the college algebra/precalculus level with a particular emphasis on the computational and applied side of mathematics. We will use specialized software, including Excel and Mathematica. Prior experience with this software is not required. The course will be offered as a tutorial, with pairs of students meeting with the instructor to discuss various topics in mathematics and their implementation on the computer. Access to this course is limited to placement by a quantitative skills counselor.

Class Format: tutorial
Requirements/Evaluation: homework assignments and projects
Enrollment Preferences: students who need most help with the quantitative reasoning
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3

Fall 2016
LEC Section: 01   MWF 10:00 AM 10:50 AM   Instructor: Lori Pedersen
LEC Section: 02   MWF 11:00 AM 11:50 AM   Instructor: Lori Pedersen

MATH 103 The Beauty of Numbers (Q)

Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat’s Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and exams
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

Not Offered Academic Year 2017
LEC: Instructor: Allison Pacelli

MATH 115 Mathematical Politics: Voting, Power, and Conflict (Q)

Crosslistings: MATH 115/INTR 160

Who should have won the 2000 Presidential Election? Do any two senators really have equal power in passing legislation? How can marital assets be divided fairly? While these questions are of interest to many social scientists, a mathematical perspective can offer a quantitative analysis of issues like these and many more. In this course, we will discuss the advantages and disadvantages of various types of voting systems and show that, in fact, any such system is flawed. We will also examine a quantitative definition of power and the principles behind fair division. Along the way, we will enhance the critical reasoning skills necessary to tackle any type of problem mathematical or otherwise.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

MATH 120 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Q)

What can mathematics do for you? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta-goals for this course: (1) a better perspective into mathematics, and (2) a sharper analytical reasoning to solve problems (both mathematical and nonmathematical).

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams
Enrollment Limit: 30
Expected Class Size: 30
Dept. Notes: not open to students who have taken mathematics courses other than MATH 102, 130, 170, STAT 101 without permission of the instructor
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

MATH 130(F,S) Calculus I (Q)

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves “max-min” problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on exams, homework, and quizzes
Enrollment Limit: 50
Expected Class Size: 50
Department Notes: only open to students who have not taken calculus before
Enrollment Limit: 50
Expected Class Size: 50
Department Notes: students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

Spring 2017
LEC Section: 01   MWF 10:00 AM 10:50 AM   Instructor: Haydee Lindo
LEC Section: 02   MWF 11:00 AM 11:50 AM   Instructor: Haydee Lindo

MATH 140(F,S) Calculus II (Q)

Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based primarily on project, homework assignments, and exams
Enrollment Limit: none
Expected Class Size: 30
Department Notes: students who have higher advanced placement may enroll in MATH 140 or above
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

MATH 145 Calculus III (Q)

Prerequisites: MATH 140 or equivalent
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based primarily on homework assignments, and exams
Enrollment Limit: none
Expected Class Size: 30
Department Notes: students who have higher advanced placement may enroll in MATH 150 or above
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

MATH 150 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Q)

What can mathematics do for you? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta-goals for this course: (1) a better perspective into mathematics, and (2) a sharper analytical reasoning to solve problems (both mathematical and nonmathematical).

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams
Enrollment Limit: 30
Expected Class Size: 30
Department Notes: not open to students who have taken mathematics courses other than MATH 102, 130, 170, STAT 101 without permission of the instructor
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

MATH 145 Calculus III (Q)

Prerequisites: MATH 140 or equivalent
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based primarily on project, homework assignments, and exams
Enrollment Limit: none
Expected Class Size: 30
Department Notes: students who have higher advanced placement may enroll in MATH 150 or above
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

MATH 140 Calculus II (Q)

Prerequisites: MATH 140 or equivalent
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based primarily on project, homework assignments, and exams
Enrollment Limit: none
Expected Class Size: 30
Department Notes: students who have higher advanced placement may enroll in MATH 150 or above
Distributional Requirements: Division 3
Quantiative/Formal Reasoning

MATH 150 The Art of Mathematical Thinking: An Introduction to the Beauty and Power of Mathematical Ideas (Q)

What can mathematics do for you? How can it enrich and improve your life? What do mathematicians think about and how do they go about tackling challenging questions? Most people envision mathematicians as people who solve equations or perform arithmetic. In fact, mathematics is an artistic endeavor which requires both imagination and creativity. In this course, we will experience what this is all about by discovering various beautiful branches of mathematics while learning life lessons that will have a positive impact on our lives. There are two meta-goals for this course: (1) a better perspective into mathematics, and (2) a sharper analytical reasoning to solve problems (both mathematical and nonmathematical).

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on projects, homework assignments, and exams
Enrollment Limit: 30
Expected Class Size: 30
Department Notes: not open to students who have taken mathematics courses other than MATH 102, 130, 170, STAT 101 without permission of the instructor
Distributional Requirements: Division 3
Quantiative/Formal Reasoning
Division 3
Quantitative/Formal Reasoning

Fall 2016
LEC Section: 01 MWF 10:00 AM - 10:50 AM Instructor: Leo Goldmakher
LEC Section: 02 MWF 11:00 AM - 11:50 AM Instructor: Leo Goldmakher

Spring 2017
LEC Section: 01 MWF 10:00 AM - 10:50 AM Instructor: Lori Pedersen

MATH 150(F,S) Multivariable Calculus (Q)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination
Enrollment Limit: 50
Expected Class Size: 50

Fall 2016
LEC Section: 01 MWF 09:00 AM - 09:50 AM Instructor: Stewart Johnson
LEC Section: 02 MWF 10:00 AM - 10:50 AM Instructor: Stewart Johnson
Section: 03 MWF 11:00 AM - 11:50 AM Instructor: Stewart Johnson

Spring 2017
LEC Section: 01 MWF 10:00 AM - 10:50 AM Instructor: Diana Davis
LEC Section: 02 MWF 11:00 AM - 11:50 AM Instructor: Diana Davis

MATH 151(F,S) Multivariable Calculus (Q)
Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinites. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, quizzes, and/or exams
Prerequisites: AP BC 3 or higher or integral calculus with infinite series
Enrollment Limit: 50
Expected Class Size: 50
Dept. Notes: MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

Fall 2016
LEC Section: 01 MWF 09:00 AM - 09:50 AM Instructor: Ralph Morrison
Section: 02 MWF 10:00 AM - 10:50 AM Instructor: Ralph Morrison
Section: 03 MWF 11:00 AM - 11:50 AM Instructor: Ralph Morrison

MATH 200(F,S) Discrete Mathematics (Q)
Course Description: In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, graphs and trees, and algorithms. Emphasis will be on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Prerequisites: MATH 140, or MATH 130 with CSCI 134 or 135, or one year of high school calculus with permission of instructor
Enrollment Limit: none
Expected Class Size: 25

Fall 2016
LEC Section: 01 MWF 09:00 AM - 09:50 AM Instructor: Peyam Tabrizian

Spring 2017
LEC Section: 01 MWF 09:00 AM - 09:50 AM Instructor: Peyam Tabrizian

MATH 209 Differential Equations (Q)
Historically, much beautiful mathematics has arisen from attempts to explain physical, chemical, biological and economic processes. A few ingenious techniques solve a surprisingly large fraction of the associated ordinary and partial differential equations, and geometric methods give insight to many more. The mystical Pythagorean fascination with ratios and harmonics is vindicated and applied in Fourier series and integrals. We will explore the methods, abstract structures, and modeling applications of ordinary and partial differential equations and Fourier analysis.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on problem sets, hour tests, and a final exam
Prerequisites: MATH 150; students may not normally get credit for both MATH 209 and MATH/PHYS 210
Enrollment Limit: 50
Expected Class Size: 25

Division 3
Quantitative/Formal Reasoning

Spring 2017
LEC Section: 01 MWF 10:00 AM - 10:50 AM Instructor: Lori Pedersen

MATH 210(S) Mathematical Methods for Scientists (Q)
Crosslistings: PHYS 210/MATH 210
This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: lecture, three hours per week
Requirements/Evaluation: evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component
Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50
Expected Class Size: 30

Fall 2016
LEC Section: 01 MWF 09:00 AM - 09:50 AM Instructor: Allison Pacelli
Section: 02 MWF 12:00 PM - 12:50 PM Instructor: Allison Pacelli

Spring 2017
LEC Section: 01 TR 09:00 AM - 10:15 AM Instructor: Pamela Harris
LEC Section: 02 TR 09:00 AM - 10:15 AM Instructor: Pamela Harris

MATH 285T Mathematics Education (Q)
This course will be a study of mathematics education, from the practical knowledge to the role of creativity in a math class to philosophies of teaching. Each student will also be responsible for teaching bi-weekly extra sessions for MATH 200 at which they will make presentations, as well as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component
Prerequisites: MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

Enrollment Limit: 50
Expected Class Size: 30

Division 3
Quantitative/Formal Reasoning

Spring 2017
LEC Section: 01 TR 09:00 AM - 10:15 AM Instructor: Pamela Harris

MATH 250(F,S) Linear Algebra (Q)
Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Prerequisites: MATH 150/151 or MATH 200

Enrollment Limit: 45
Expected Class Size: 35

Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: COGS Related Courses

Fall 2016
LEC Section: 01 MWF 11:00 AM - 11:50 AM Instructor: Allsson Pacelli
Section: 02 MWF 12:00 PM - 12:50 PM Instructor: Allsson Pacelli

Spring 2017
LEC Section: 01 TR 09:00 AM - 10:15 AM Instructor: Pamela Harris
LEC Section: 02 TR 09:00 AM - 10:15 AM Instructor: Pamela Harris

MATH 285T Mathematics Education (Q)
This course will be a study of mathematics education, from the practical aspects of teaching to numerous ideas in current research. This is an exciting time in mathematics education. The new common core state standards have become a level of interest and debate not often seen in the field. In this course, we will look at a wide range of issues in math education, from content knowledge to the role of creativity in a math class to philosophies of teaching. In addition to weekly tutorial meetings that focus on some of the key questions in math education, we will also meet weekly as a group to discuss the mechanics of teaching. Each student will also be responsible for teaching bi-weekly extra sessions for MATH 200 at which they will make presentations, as well as...
field questions, and offer guidance on homework questions. Students will also attend the MATH 200 lecture, and do some grading for the course.

**Class Format:** tutorial/teaching

**Requirements/Evaluation:** evaluation will be based primarily on written work, oral presentations, teaching performance, and a final project

**Prerequisites:** MATH 250 and MATH 200 or permission of instructor

**Enrollment Preferences:** those with an interest in teaching, and if over-enrolled, admission will be based on answers to a questionnaire

**Enrollment Limit:** 6

**Expected Class Size:** 6

**Distributional Requirements:**

- Quantitative/Formal Reasoning

**Other Attributes:**

- TEAC Related Courses

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**Not Offered Academic Year 2017**

**TUT**  Instructor: Allison Pacelli

MATH 293T(F) Undergraduate Research Topics in Representation Theory (Q)

Central to the study of the representation theory of Lie algebras is the computation of weight multiplicities by using Kostant’s weight multiplicity formula. This formula is an alternating sum over a finite group, and involves a partition function. In this tutorial, we will address questions regarding the number of terms contributing nontrivially to the sum and develop closed formulas for the value of the partition function. Techniques used include generating functions and counting arguments, which are at the heart of combinatorics and are accessible to undergraduate students.

**Class Format:** tutorial

**Requirements/Evaluation:** written assignments, oral presentations

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** permission of instructor

**Enrollment Preferences:** programming experience, students with interests in the intersection of combinatorics and abstract algebra

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**

- Quantitative/Formal Reasoning

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**Fall 2016**

**TUT Section:** T1  Instructor: Pamela Harris

MATH 300 Measuring Truth

Crosslistings: MATH 300/HSCI 300/REL 301/SOC 300

We will examine specific case studies of measuring truth—the emergence of science and technology in American colleges and universities; the prevalence of scientific methods in social science and humanities; the ways alternative methodologies in the humanities critique and historicize scientific approaches to reaching truth; and the possible tension between scientific modes of thinking and the aims of the liberal arts.

**Class Format:** seminar

**Requirements/Evaluation:** five 2-page papers and a final 15-page paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** any 200-level course

**Enrollment Preferences:** at the discretion of the instructors

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distribution Notes:** meets Division 3 requirement if registration under MATH; meets division 2 if registration under AFR, HSCIREL or SOC

**Distributional Requirements:**

- Quantitative/Formal Reasoning

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**Not Offered Academic Year 2017**

**Spring 2017**

**LEC Section:** 01  MWF 11:00 AM 11:50 AM  Instructor: Alejandro Sarria

MATH 311(F) Chaos and Dynamical Systems (Q)

Dynamical systems model the motion over time of objects from populations to pendulums. Often they are governed by ordinary differential equations and arise in physics, engineering, biology, and other areas. We will study one and two dimensional flows, fixed points and stability, bifurcations, oscillators, linear systems, linearization, and chaos in one dimensional dynamics.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on performance on homework, projects, and examinations

**Prerequisites:** MATH 209, 210, or 250

**Enrollment Limit:** 50

**Expected Class Size:** 25

**Distributional Requirements:**

- Quantitative/Formal Reasoning

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**Spring 2017**

**LEC Section:** 01  MWF 09:00 AM 09:50 AM  Instructor: Alejandro Sarria

MATH 313(S) Introduction to Number Theory (Q)

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of number and prime in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on performance on homework, projects, and examinations

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 50

**Expected Class Size:** 25

**Distributional Requirements:**

- Quantitative/Formal Reasoning

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**Spring 2017**

**LEC Section:** 01  MWF 10:00 AM 10:50 AM  Instructor: Steven Miller

MATH 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Q)

Crosslistings: MATH 316/PHYS 316

Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a quantum computer could crack the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on homework sets and exams

**Prerequisites:** PHYS/MATH 210 or MATH 250 (possibly concurrent) or permission of instructors;

**Enrollment Preferences:** discretion of the instructors

**Enrollment Limit:** 50

**Expected Class Size:** 35

**Dept. Notes:** students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted

**Distributional Requirements:**

- Quantitative/Formal Reasoning

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**Spring 2017**

**LEC Section:** 01  MWF 09:00 AM 09:50 AM  Instructors: Susan Loepp, William Wootters

MATH 318T(F) Numerical Problem Solving (Q)

In the last twenty years computers have profoundly changed the work in numerical mathematics (in areas from linear algebra and calculus to differential equations and probability). The main goal of this tutorial is to learn how to use computers to do quantitative science. We will explore concepts and ideas in mathematics and science using numerical methods and computer programming. We will use specialized software, including Mathematica and Matlab.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on homework, classwork, and exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** MATH 150/151 and MATH 250 or permission of instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**

- Quantitative/Formal Reasoning
**MATH 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q)**

Crosslistings: BIOL 319/MATH 319/CHM 319/PHYS 319/CSCI 319

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-evolving gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, phylogenetics, and recombinant DNA techniques to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high throughput-pull approaches to investigate genes involved in the MAPK signal transduction pathway in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** Two afternoons of lab, with one hour of lecture, per week

**Requirements/Evaluation:** Lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHY 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Preferences:** Seniors, then juniors, then sophomores

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Dept. Notes:** Does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Other Attributes:**
- BGNP Core Courses
- BIMO Interdepartmental Electives

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**MATH 321 Knot Theory (Q)**

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, “Given a tangled knot, how do you untangle it?”. Some of the most interesting advances in knot theory have occurred in the last 10 years. This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot presentation, surfaces associated to knots, polynomial invariants associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

**Class Format:** Lecture

**Requirements/Evaluation:** Evaluation will be based on homework, midterm, and final exam

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Expected Class Size:** 25

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Not Offered Academic Year 2017**

**LEC Instructor:** Colin Adams

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**MATH 322 Introduction to Complex Analysis (Q)**

The complex numbers are amazingly useful in mathematics, physics, engineering, and elsewhere. We'll learn the meaning of complex multiplication and exponentiation, and Euler's famous \( e^{i \pi} = -1 \). We'll study complex functions and their power series, learn how to integrate in the complex plane, including residue calculus, and how to map one domain to another (conformal mapping). We'll see the easiest proof of the Fundamental Theorem of Algebra, which says that every algebraic equation has a solution as long as you allow complex numbers.

**Class Format:** Tutorial

**Requirements/Evaluation:** Evaluation will be based primarily on homework, classwork, and exams

**Extra Info:** May not be taken on a pass/fail basis

**Prerequisites:** MATH 150

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Not Offered Academic Year 2017**

**LEC Instructor:** Thomas Garrity

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**MATH 325 Applied Topology (Q)**

In topology, one studies properties of an object that are preserved under rubber-like deformations, where one is allowed to twist and pull, but one cannot tear or glue. Hence a sphere is considered the same as a cube, but distinct from the surface of a doughnut. In recent years, topology has found applications in chemistry (knotted DNA molecules), economics (stability theory), Geographic Information Systems, cosmology (the shape of the Universe), medicine (heart failure), robotics and electric circuit design, just to name some of the fields that have been impacted. In this course, we will learn the basics of topology, including point-set topology, geometric topology and algebraic topology, but all with the purpose of applying the theory to a broad array of fields.

**Class Format:** Lecture

**Requirements/Evaluation:** Evaluation will be based primarily on problem sets and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Preferences:** None

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Not Offered Academic Year 2017**

**LEC Instructor:** Lois Banta

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**MATH 326 Differential Geometry (Q)**

Differential Geometry is the study of curvature. In turn, curvature is the heart of geometry. The goal of this course is to start the study of curvature, concentrating on the curvature of curves and of surfaces, leading to the deep Gauss-Bonnet Theorem, which links curvature with topology.

**Class Format:** Lecture

**Requirements/Evaluation:** Evaluation will be based primarily on homework and exams

**Prerequisites:** MATH 150 or MATH 151, and MATH 250

**Enrollment Limit:** None

**Expected Class Size:** 15

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Not Offered Academic Year 2017**

**LEC Instructor:** Lois Banta

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**MATH 327 Computational Geometry (Q)**

The subject of computational geometry started just 25 years ago, and this course is designed to introduce its fundamental ideas. Our goal is to explore "visualization" and "shape" in real world problems. We focus on both theoreic ideas (such as visibility, Voronoi diagrams, triangulations, motion) as well as applications (such as cartography, origami, robotics, surface meshing, rigidity). This is a beautiful subject with a tremendous amount of active research and numerous unsolved problems, relating powerful ideas from mathematics and computer science.

**Class Format:** Lecture

**Requirements/Evaluation:** Evaluation will be based primarily on problem sets and exams

**Extra Info:** May not be taken on a pass/fail basis

**Prerequisites:** MATH 200 or MATH 250 or CSCI 256

**Enrollment Preferences:** Preference given to upperclassmen

**Enrollment Limit:** None

**Expected Class Size:** 25

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Not Offered Academic Year 2017**

**LEC Instructor:** Thomas Garrity
Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

**Class Format:** lecture  
**Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams  
**Prerequisites:** MATH 250 or permission of instructor  
**Enrollment Preferences:** members or alternates of the Putnam team, Mathematics, Physics or Computer Science majors  
**Expected Class Size:** 25  
**Department Notes:** http://web.williams.edu/Mathematics/sjmiller/public_html/331/  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Spring 2017  
**LEC Section:** 01  MWF 09:00 AM-09:50 AM  Instructor: Steven Miller  
**MATH 333 Investment Mathematics (Q)**  
Over the years financial instruments have grown from stocks and bonds to numerous derivatives, such as options to buy and sell at future dates under certain conditions. The 1997 Nobel Prize in Economics was awarded to Robert Merton and Myron Scholes for their Black-Scholes model of the value of financial instruments. This course will study deterministic and random models, futures, options, the Black-Scholes Equation, and additional topics.  
**Class Format:** lecture/discussion  
**Requirements/Evaluation:** evaluation will be based on homework, classwork, and exams  
**Prerequisites:** MATH 250 or permission of instructor  
**Enrollment Limit:** 25  
**Expected Class Size:** 25  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Fall 2016  
**LEC Section:** 01  MWF 10:00 AM-10:50 AM  Instructor: Steven Miller  
**MATH 347T Origami (Q)**  
Origami is the art and study of folding and unfolding. Although ancient in origin, there has been a tremendous resurgence of interest recently, resulting in stunning sculptures and marvelously intricate pop-up books. The applications of origami have grown as well, from NASA's James Webb space telescope to cutting-edge protein folding models. This is a beautiful subject with a tremendous amount of active research, relating powerful ideas from studio art, computer science, and mathematics. This tutorial is designed to introduce the foundations of origami design from a mathematical viewpoint: 1D linkages, 2D crease patterns and cut-theorems, 3D unfolding polyhedra. No experience in paper folding is necessary.  
**Class Format:** tutorial  
**Requirements/Evaluation:** primarily based on participation, presentations, and projects  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** MATH 200 or MATH 250 or permission of instructor  
**Enrollment Preferences:** at the discretion of the instructor  
**Enrollment Limit:** 10  
**Expected Class Size:** 10  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Not Offered Academic Year 2017  
**TUT Instructor:** Satyan Devadoss  
**MATH 350(F,S) Real Analysis (Q)**  
Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.  
**Class Format:** lecture/discussion  
**Requirements/Evaluation:** evaluation will be based on homework, classwork, and exams  
**Prerequisites:** MATH 150 or MATH 151 and MATH 250, or permission of instructor  
**Enrollment Limit:** 40  
**Expected Class Size:** 30  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Fall 2016  
**LEC Section:** 01  MWF 11:00 AM-11:50 AM  Instructor: Cesar Silva  
**MATH 351(F) Probability (Q)**  
While probability began with a study of games, it has grown to become a discipline with numerous applications throughout mathematics and the sciences. Drawing on gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables, expectation, independence, laws of large numbers, and the Central Limit Theorem. Many interesting and important applications will also be presented, potentially including some from coding theory, number theory and nuclear physics.  
**Class Format:** lecture  
**Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams  
**Prerequisites:** MATH 250 or MATH 200 or permission of instructor  
**Enrollment Limit:** 40  
**Expected Class Size:** 20  
**Department Notes:** http://web.williams.edu/Mathematics/sjmiller/public_html/341/  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Spring 2017  
**LEC Section:** 01  MWF 09:00 AM-09:50 AM  Instructor: Steven Miller  
**MATH 334 Graph Theory (Q)**  
Graph theory is the study of interacting decision makers involved in a conflict of interest. We investigate outcomes, dynamics, and strategies as players pursue objectives and behave accordingly. Game theory can be used to illustrate political, ethical, economical, social, psychological, and evolutionary phenomenon. We will examine concepts of equilibrium, stable strategies, imperfect information, repetition, cooperation, utility, and decision.  
**Class Format:** lecture  
**Requirements/Evaluation:** evaluation will be based primarily on problem sets and exams  
**Prerequisites:** MATH 250 or permission of instructor  
**Enrollment Limit:** 35  
**Expected Class Size:** 20  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Not Offered Academic Year 2017  
**TUT:** Stewart Johnson  
**MATH 335 Game Theory (Q)**  
Game theory is the study of interacting decision makers involved in a conflict of interest. We investigate outcomes, dynamics, and strategies as players pursue objectives and behave accordingly. Game theory can be used to illustrate political, ethical, economical, social, psychological, and evolutionary phenomenon. We will examine concepts of equilibrium, stable strategies, imperfect information, repetition, cooperation, utility, and decision.  
**Class Format:** lecture  
**Requirements/Evaluation:** evaluation will be based on problem sets and exams  
**Prerequisites:** two MATH/STAT courses at the 200 or higher level, or permission of instructor  
**Enrollment Limit:** none  
**Expected Class Size:** 30  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Fall 2016  
**LEC Section:** 01  MWF 09:00 AM-09:50 AM  Instructor: Stewart Johnson  
**MATH 337 Phylogenetics (Q)**  
Phylogenetics is the analysis and construction of information trees based on shared characteristics. The foundational problem asks, given some data from objects, how can a tree be constructed which shows the proper relationships between the objects? This is a beautiful subject with a tremendous amount of active research, relating powerful ideas from statistics, computer science, biology, and mathematics, having a wide range of applications, from literature, to linguistics, to visual graphics. This course is designed to introduce fundamental ideas of this subject from a mathematical viewpoint, touching and expanding upon the interests of the enrolled students.  
**Class Format:** tutorial  
**Requirements/Evaluation:** evaluation will be based on exams, participation, and projects  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** BIOL 202 or CSCI 256 or MATH 250 or permission of instructor  
**Enrollment Preferences:** at the discretion of the instructor  
**Enrollment Limit:** 10  
**Expected Class Size:** 10  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Spring 2017  
**LEC Section:** 01  MWF 11:00 AM-11:50 AM  Instructor: Stewart Johnson  
**MATH 351(F) Probability (Q)**  
Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.  
**Class Format:** lecture  
**Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams  
**Prerequisites:** MATH 250 or MATH 200 or permission of instructor  
**Enrollment Limit:** 40  
**Expected Class Size:** 20  
**Department Notes:** http://web.williams.edu/Mathematics/sjmiller/public_html/341/  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Fall 2016  
**LEC Section:** 01  MWF 10:00 AM-10:50 AM  Instructor: Steven Miller  
**MATH 347T Origami (Q)**  
Origami is the art and study of folding and unfolding. Although ancient in origin, there has been a tremendous resurgence of interest recently, resulting in stunning sculptures and marvelously intricate pop-up books. The applications of origami have grown as well, from NASA's James Webb space telescope to cutting-edge protein folding models. This is a beautiful subject with a tremendous amount of active research, relating powerful ideas from studio art, computer science, and mathematics. This tutorial is designed to introduce the foundations of origami design from a mathematical viewpoint: 1D linkages, 2D crease patterns and cut-theorems, 3D unfolding polyhedra. No experience in paper folding is necessary.  
**Class Format:** tutorial  
**Requirements/Evaluation:** primarily based on participation, presentations, and projects  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** MATH 200 or MATH 250 or CSCI 256 or permission of instructor  
**Enrollment Preferences:** at the discretion of the instructor  
**Enrollment Limit:** 10  
**Expected Class Size:** 10  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**

### Not Offered Academic Year 2017  
**TUT Instructor:** Satyan Devadoss  
**MATH 350(F,S) Real Analysis (Q)**  
Real analysis is the theory behind calculus. It is based on a precise understanding of the real numbers, elementary topology, and limits. Topologically, nice sets are either closed (contain their limit points) or open (complement closed). You also need limits to define continuity, derivatives, integrals, and to understand sequences of functions.  
**Class Format:** lecture/discussion  
**Requirements/Evaluation:** evaluation will be based on homework, classwork, and exams  
**Prerequisites:** MATH 150 or MATH 151 and MATH 250, or permission of instructor  
**Enrollment Limit:** 40  
**Expected Class Size:** 30  
**Distributional Requirements:** Division 3  
**Quantitative/Formal Reasoning**
LEC   Instructor: Haydee Lindo

Requirements/Evaluation: evaluation will be based primarily on exams, homework and quizzes.
Prerequisites: MATH 150 and MATH 250, or permission of instructor
Enrollment Limit: 50
Expected Class Size: 20
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Fall 2016
LEC Section: 01   MWF 09:00 AM 09:50 AM   Instructor: Diana Davis

MATH 355(F.S) Abstract Algebra (Q)
Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on problem sets and exams
Prerequisites: MATH 250 or permission of instructor
Enrollment Limit: 50
Expected Class Size: 30
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Fall 2016
LEC Section: 01   MWF 10:00 AM 10:50 AM   Instructor: Susan Loeppe

Spring 2017
LEC Section: 01   MWF 11:00 AM 11:50 AM   Instructor: Allison Pacelli
LEC Section: 02   MWF 12:00 PM 12:50 PM   Instructor: Allison Pacelli

MATH 361(F) Theory of Computation (Q)
This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory—the examination of what problems can be solved and what problems cannot be solved—and the study of complexity theory—the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets, a midterm examination, and a final examination
Prerequisites: CSCJ 361 or MATH 361
Enrollment Preferences: current or expected Computer Science majors
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Other Attributes: COGS Interdepartmental Electives

Fall 2016
LEC Section: 01   MWF 12:00 PM 12:50 PM   Instructor: Thomas Murtagh

MATH 367 Homological Algebra (Q)
Though a relatively young subfield of mathematics, Homological Algebra has earned its place by supplying powerful tools to solve questions in the much older fields of Commutative Algebra, Algebraic Geometry and Representation Theory. This class will introduce theorems and tools of Homological Algebra, grounding its results in applications to polynomial rings and their quotients. We will focus on some early groundbreaking results and learn some of Homological Algebra's most-used constructions. Possible topics include tensor products, chain complexes, homology, Ext, Tor and Hilbert's Syzygy Theorem.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 355 or MATH 351; not open to students who have taken MATH 323
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Fall 2016
LEC Section: 01   TR 08:30 AM 09:45 AM   Instructor: Alejandro Sarria

MATH 372(S) Complex Analysis (Q)
The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called "residue calculus" permits the computation of "impossible" integrals, and "conformal mapping" reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis. We will discuss these and other topics as time permits (such as the Riemann Mapping Theorem, Special Functions, and the Central Limit Theorem).

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, and exams
Prerequisites: MATH 350 or MATH 351
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Spring 2017
LEC Section: 01   TR 08:30 AM 09:45 AM   Instructor: Alejandro Sarria

MATH 374(T) Topology (Q)
Topology is the study of when one geometric object can be continuously deformed and twisted into another object. Determining when two objects are topologically the same is incredibly difficult and is still the subject of a tremendous amount of research, including recent work on the Poincaré Conjecture, one of the million-dollar millennium-prize problems. The main part of the course is on point-set topology establishes a framework based on "open sets" for studying continuity and compactness in very general spaces. The second part on homotopy theory develops refined methods for determining when objects are the same. We will prove for example that you cannot twist a basketball into a doughnut.

Class Format: tutorial
Requirements/Evaluation: homework, tutorials, and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 350 or 351; not open to students who have taken MATH 323
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Fall 2016
TUT Section: T1   TBA   Instructor: Cesar Silva

MATH 377(F) Operations Research (Q) (W)
Crosslistings: MATH 377/STAT 377
In the first N math classes of your career, you can be misled as to what the world is truly like. How? You've given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytical and programming techniques to efficiently tackle such problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats
course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, projects, presentations and exams; at least 20 pages of writing

**Prerequisites:** MATH 350 or 351 and permission of instructor

**Enrollment Preferences:** Computer Science, Mathematics and Statistics majors.

**Enrollment Limit:** 40

**Expected Class Size:** 25


**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Writing Intensive**

**Fall 2016**

**LEC Section:** 01 MWF 09:00 AM 09:50 AM Instructor: Steven Miller

**MATH 378(S) Computational Algebraic Geometry (Q)**

Algebraic Geometry has been at the heart of mathematics for at least two hundred years. While starting with a humble study of circles, it has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. Algebraic Geometry uses tools from almost all areas of mathematics to study shapes defined by polynomials; in this course, we will build up both theoretical and computational machinery to help in this endeavor. We will study Bezout’s Theorem for plane curves, and the geometry of more general affine and projective varieties.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on homework, exams, and final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** MATH 355

**Enrollment Preferences:** instructor decision

**Enrollment Limit:** 40

**Expected Class Size:** 15

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Spring 2017**

**LEC Section:** 01 TR 09:55 AM 11:10 AM Instructor: Ralph Morrison

**MATH 379(F) Asymptotic Analysis in Differential Equations**

Asymptotic Analysis is a fascinating subfield of differential equations in which interesting and unexpected phenomena can occur. Roughly speaking, the problem is this: Given a differential equation depending on a parameter epsilon, what happens to the solutions to the equation as we let epsilon go to 0? After an extensive survey of examples, we will cover asymptotic evaluation of integrals, such as stationary phase and Laplace’s method, multiple scales, WKBJ approximations, averaging methods, matched asymptotic expansions, and boundary layers. If time permits, we will also discuss bifurcation theory and the Nash-Moser Inverse Function Theorem.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on homework and exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** MATH 350 or MATH 351

**Enrollment Limit:** 25

**Expected Class Size:** 15

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Fall 2016**

**LEC Section:** 01 MWF 10:00 AM 10:50 AM Instructor: Peyam Tabrizian

**MATH 382 Harmonic Analysis (Q)**

Harmonic Analysis is a diverse field which includes Fourier Analysis, one of the major tools of modern mathematics. Applications range from mathematical topics such as partial differential equations and number theory to more applied ones such as signal processing and medical imaging. The course will begin with an introduction to the Fourier Transform and will cover a wide variety of topics including singular integral operators, maximal operators and wavelets as the semester progresses. Along the way applications from partial differential equations and ergodic theory will arise with a highlight being the almost everywhere convergence of Fourier series.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on homework, quizzes and a project

**Prerequisites:** MATH 350 or MATH 351 or permission of the instructor

**Enrollment Preferences:** lottery

**Enrollment Limit:** 30

**Expected Class Size:** 15

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Not Offered Academic Year 2017**

**LEC Instructor:** Eyvindur Palsson

**MATH 389 Advanced Analysis (Q)**

This course further develops and explores topics and concepts from real analysis, with special emphasis on introducing students to subject matter and techniques that are useful for graduate study in mathematics or an allied field. Material will be drawn, based on student interest, from many areas, including analytic number theory, Fourier series and harmonic analysis, generating functions, differential equations and special functions, integral operators, equidistribution theory and probability, random matrix theory and probabilistic methods. This will be an intense, fast paced class which will give a flavor for graduate school. In addition to standard homework problems, students will also write reviews for MathSciNet, referee papers for journals, write programs in SAGE or Mathematica to investigate and conjecture, and read classic and current research papers.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on homework, classwork, and exams

**Prerequisites:** MATH 350 or 351 and one additional 300-level MATH course, or permission of instructor

**Enrollment Preferences:** students interested in graduate school in mathematics or an allied discipline

**Enrollment Limit:** 30

**Expected Class Size:** 15


**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Not Offered Academic Year 2017**

**LEC Instructor:** Steven Miller

**MATH 394 Galois Theory (Q)**

Some equations — such as \(x^5 - 1 = 0\) — are easy to solve. Others — such as \(x^5 - x - 1 = 0\) — are very hard, if not impossible (using standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental tool in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based primarily on written homeworks, oral presentations, and exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** MATH 355

**Enrollment Preferences:** discretion of the instructor

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Not Offered Academic Year 2017**

**LEC Instructor:** Leo Goldmakher

**MATH 397(F) Independent Study: Mathematics**

Directed 300-level independent study in Mathematics.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributional Requirements:** Division 3

**Spring 2017**

**IND Section:** 01 Canceled

**MATH 398(S) Independent Study: Mathematics**

Directed 300-level independent study in Mathematics.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributional Requirements:** Division 3

**Spring 2017**

**IND Section:** 01 Canceled

**MATH 401 Functional Analysis (Q)**

Functional analysis can be viewed as linear algebra on infinite-dimensional spaces. It is a central topic in Mathematics, which brings together and extends ideas from analysis, algebra, and geometry. Functional analysis also provides the rigorous mathematical background for several areas of theoretical physics (especially quantum mechanics). We will introduce infinite-dimensional spaces (Banach and Hilbert spaces) and study their properties. These spaces are often spaces of functions (for example, the space of square-integrable functions). We will consider linear operators on Hilbert spaces and investigate their spectral properties. A special attention will be dedicated to various operators arising from mathematical physics, especially the Schrodinger operator.

**Class Format:** lecture

**Requirements/Evaluation:** weekly problem sets, two midterm exams, final exam

**Prerequisites:** MATH 350 or 351 or permission of instructor

**Enrollment Preferences:** Mathematics and Physics majors; seniors
MATH 402(S) Measure Theory and Probability (Q)
The study of measure theory arose from the study of stochastic (probabilistic) systems. Applications of measure theory lie in biology, chemistry, physics as well as in economics. In this course, we develop the abstract concepts of measure theory and ground them in probability spaces. Included will be Lebesgue and Borel measures, measurable functions, and Lebesgue integration, distributions, independence, convergence and limit theorems. This material provides good preparation for graduate studies in mathematics, statistics and economics.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based primarily on performance on homework assignments and exams
Prerequisites: MATH 350 or MATH 351 or permission of instructor
Enrollment Limit: 40
Expected Class Size: 30
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

MATH 403 Measure and Ergodic Theory (Q)
An introduction to measure theory and ergodic theory. Measure theory is a generalization of the notion of length and area, has been used in the study of stochastic (probabilistic) systems. The course covers the construction of Lebesgue and Borel measures, measurable functions, and Lebesgue integration. Ergodic theory studies the probabilistic behavior of dynamical systems as they evolve through time, and is based on measure theory. The course will cover basic notions, such as ergodic transformations, weak mixing, mixing, and Bernoulli transformations, and transformations admitting and not admitting an invariant measure. There will be an emphasis on specific examples such as group rotations, the binary odometer transformations, and rank-one constructions. The Ergodic Theorem will also be covered, and will be used to illustrate notions and theorems from measure theory.
Class Format: lecture
Requirements/Evaluation: homework and exams
Prerequisites: MATH 350 or MATH 351 or permission of instructor
Enrollment Preferences: Mathematics majors
Enrollment Limit: 25
Expected Class Size: 15-20
Dept. Notes: senior major course
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

MATH 406T Analysis and Number Theory (Q)
Crosslistings: MATH 369/MATH 406
Gauss said “Mathematics is the queen of the sciences and number theory the queen of mathematics”; in this class we shall meet some of her subjects. We will discuss many of the most important questions in analytic and additive number theory, with an emphasis on techniques and open problems. Topics will range from Goldbach's Problem and the Circle Method to the Riemann Zeta Function and Random Matrix Theory. Other topics will be chosen by student interest, coming from sum and difference sets, Poissonian behavior, Benford's law, the dynamics of the 3x+1 map as well as suggestions from the class. We will occasionally assume some advanced results for our investigations, though we will always try to supply heuristics and motivate the material. No number theory background is assumed, and we will discuss whatever material we need from probability, statistics or Fourier analysis. For more information, see http://www.math.brown.edu/~sjmiller/williams/406.
Class Format: tutorial
Requirements/Evaluation: evaluation will be based on scholarship, discussions, homework, examinations, papers and presentations
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: for those taking 406T: at least one of MATH 350, 351, 355; for those taking 406T: one of MATH 350 or 351 and MATH 355
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

MATH 410T Mathematical Ecology (Q)
Crosslistings: MATH 410/BIOL 214
Using mathematics to study natural phenomena has become ubiquitous over the past couple of decades. In this tutorial, we will study mathematical models comprised of both deterministic and stochastic differential equations that are developed to understand ecological dynamics and, in many cases, evaluate the dynamical consequences of policy decisions. We will learn how to understand these models through both standard analytic techniques such as stability and bifurcation analysis as well as through simulation using computer programs such as MATLAB. Possible topics include fisheries management, disease ecology, control of invasive species, and predicting critical transitions in ecological systems.
Class Format: tutorial
Requirements/Evaluation: written and programming assignments, oral presentations, and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 250 or permission of instructor; Math 209 preferred
Enrollment Preferences: programming experience, students with interests in the intersection of math and biology
Enrollment Limit: 10
Expected Class Size: 10
Dept. Notes: Does not satisfy the distribution requirement in the Biology major
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

MATH 411(S) Commutative Algebra (Q)
Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of “prime ideals,” and how they generalize the well-known notion of primality in the set of integers. Possible topics include Noetherian rings, primary decomposition, localizations and quotients, height, dimension, basic module theory, and the Krull Altitude Theorem.
Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Prerequisites: MATH 355 or permission of instructor
Enrollment Limit: 30
Expected Class Size: 15
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

MATH 416 Advanced Applied Linear Algebra (Q)
In the first N math classes of your career, it’s possible to get an incomplete picture as to what the real world is truly like. How? You’re often given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world. We’re forced to develop techniques to approximate not just solutions, but even the statement of the problem. In this course we discuss some powerful methods from advanced linear algebra and their applications to the real world, specifically linear programming (and, if time permits, random matrix theory). Linear programming is used to attack a variety of problems, from applied ones such as the traveling salesman problem, determining schedules for major league sports (or a movie theater, or an airline) to designing efficient diets to feed the world, to pure ones such as Hales’ proof of the Kepler conjecture.
Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, possible presentations and write-ups, exams and scholarship
Prerequisites: MATH 250 and MATH 350 (programming experience is desirable, but not necessary)
Enrollment Limit: 40
Expected Class Size: 35
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

MATH 419 Algebraic Number Theory (Q)
We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into “primes,” but the factorization is no longer necessarily unique! This surprising fact was the downfall of Lamé’s attempted proof of Fermat’s Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.
Class Format: lecture/seminar
Requirements/Evaluation: evaluation will be based primarily on homework assignments and exams
Prerequisites: MATH 355, or permission of instructor
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC  Instructor: Allison Pacelli

MATH 420T Analytic Number Theory (Q)
How many primes are smaller than x? How many divisors does an integer n have? How many different numbers appear in the N x N multiplication table? Over the course of the past 150 years, tremendous progress has been made towards resolving these and similar questions in number theory, relying on tools and methods from analysis. The goal of this course is to explain and motivate the ubiquitous appearance of analysis in modern number theory—a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc.). Topics to be covered include: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, gaps between primes, and other topics as time and interest allow.

Class Format: tutorial
Requirements/Evaluation: tutorial format (problem sets and presentations)
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: MATH 350 or MATH 351, MATH 372 (may be taken concurrently), familiarity with modular arithmetic
Enrollment Preferences: Mathematics majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Not Offered Academic Year 2017

TUT  Instructor: Leo Goldmakher

MATH 424(F) Geometry, Surfaces and Billiards
Mathematical billiards is the study of a ball bouncing around in a table—a rectangle in the popular pub game, but any shape of table for us, including triangles and ellipses. The geometry of billiards is elegant, and is related to surfaces, fractals, and even continued fractions. We will study many types of billiards and surfaces, and take time to explore some beautiful examples and ideas.

Class Format: lecture
Requirements/Evaluation: based on work in class, problem sets, an exam and a project
Extra Info: not available for the fifth course option
Prerequisites: MATH 350/351 and MATH 355
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 3

Fall 2016
LEC Section: 01  MWF 11:00 AM 11:50 AM  Instructor: Diana Davis

MATH 427 Tiling Theory (Q)
Since humankind first utilized stones and bricks to tile the floors of their abodes, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, the topology of tilings, the ergodic theory of tilings, the classification of tilings and the aperiodic Penrose tilings. We will also look at tilings in higher dimensions, including “knotted tilings”.

Class Format: lecture
Requirements/Evaluation: problem assignments, exams and a presentation/paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 250 and MATH 355
Enrollment Preferences: seniors, because it is a 400-level course required for graduation
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC  Instructor: Colin Adams

MATH 431(F) Nonlinear Waves, Solitons (Q)
Waves arise in scientific and engineering disciplines such as acoustics, optics, fluid/solid mechanics, electromagnetism and quantum mechanics. Although linear waves are well understood, the study of nonlinear wave phenomena remains an active field of research and a source of inspiration and challenge for several areas of mathematics. We discuss traveling waves, shallow water models, wave steepening, solitons and blowup. Additional topics may include shocks, weak solutions and conservation laws.

Class Format: lecture
Requirements/Evaluation: problem sets, exams, and final project
Prerequisites: MATH 209/210 and MATH 350/351, or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 15
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC  Instructor: Julie Blackwood

MATH 433 Mathematical Modeling (Q)
Mathematical modeling is concerned with translating a natural phenomenon into a mathematical form. In this abstract form the underlying principles of the phenomenon can be carefully examined and real-world behavior can be interpreted in terms of mathematical shapes. The models we investigate include feedback phenomena, phase locked oscillators, multiple population dynamics, reaction-diffusion equations, shock waves, and the spread of pollution, forest fires, and diseases. We will employ tools from the fields of differential equations and dynamical systems. The course is intended for students in the mathematical, physical, and chemical sciences, as well as for students who are seriously interested in the mathematical aspects of physiology, economics, geology, biology, and environmental studies.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance of problem sets and exams
Prerequisites: MATH 209/PHYS 210 and MATH 350 or 351, or permission of the instructor
Enrollment Preferences: senior Mathematics majors
Enrollment Limit: 50
Expected Class Size: 30
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Other Attributes: COGS Related Courses

Not Offered Academic Year 2017

LEC  Instructor: Alejandro Sarria

MATH 434 Applied Dynamics and Optimal Control (Q)
We seek to understand how dynamical systems evolve, how that evolution depends on the various parameters of the system, and how we might manipulate those parameters to optimize an outcome. We will explore the language of dynamics by deepening our understanding of differential and difference equations, study parameter dependence and bifurcations, and explore optimal control through Pontryagin's maximum principle and Hamilton-Jacobi-Bellman equations. These tools have broad application in ecology, economics, finance, and engineering, and we will draw on basic models from these fields to motivate our study.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on exams and homework assignments
Prerequisites: MATH 209 or PHYS 210, and MATH 350 or 351, or permission of the instructor
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Not Offered Academic Year 2017

LEC  Instructor: Julie Blackwood

MATH 437 Electricity and Magnetism for Mathematicians (Q)
Maxwell's equations are four simple formulas, linking electricity and magnetism, that are among the most profound equations ever discovered. These equations led to the prediction of radio waves, to the realization that a description of light is also contained in these equations and to the discovery of the special theory of relativity. In fact, almost all current descriptions of the fundamental laws of the universe are deep generalizations of Maxwell's equations. Perhaps even more surprising is that these equations and their generalizations have led to some of the most important mathematical discoveries (where there is no obvious physics) of the last 25 years. For example, much of the math world was shocked at how these physics generalizations became one of the main tools in geometry from the 1980s until today. It seems that the mathematics behind Maxwell is endless. This will be an introduction to Maxwell's equations, from the perspective of a mathematician.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on homework and exams
Prerequisites: MATH 350 or MATH 351, and MATH 355, or permission of instructor; not open to students who have taken MATH 337; no physics background
Enrollment Limit: none
Expected Class Size: 15
MATH 453(S) Introduction to the Theory of Partial Differential Equations (Q)
The study of Partial Differential Equations (PDE) is a very prominent branch of modern analysis with many real-life applications. Unlike previous courses you may have taken, in this senior seminar we will set the applications-part aside, and instead study PDE from a rigorous point of view, using tools from mathematical analysis. We will start by examining properties of three classical PDE: Laplace's equation, the heat equation, and the wave equation. Then, we will move on with an introduction to Sobolev spaces and see how to use them to study general second-order elliptic equations. Finally, we will end with first-order PDE and the method of characteristics and, if time permits, we will also cover the theory of Hamilton-Jacobi equations and conservation laws. My hope is that, by the end of the course, you will not only have a deeper understanding of PDE, but also a newfound appreciation of mathematical analysis.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 350 or MATH 351
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Spring 2017
LEC Section: 01 MWF 11:00 AM 11:50 AM Instructor: Peyam Tabrizian

MATH 456(F) Representation Theory (Q)
Representation theory has applications in fields such as physics (via models for elementary particles), engineering (considering symmetries of structures), and even in voting theory (voting for committees in agreeable societies). This course will introduce the concepts and techniques of the representation theory of finite groups, and will focus on the representation theory of the symmetric group. We will undertake this study through a variety of perspectives, including general representation theory, combinatorial algorithms, and symmetric functions.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, in class presentations, and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 355
Enrollment Preferences: junior and senior Math majors
Enrollment Limit: 40
Expected Class Size: 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Pamela Harris

MATH 475 Methods in Mathematical Fluid Dynamics (Q)
Crosslistings: MATH 475 PHYS 475
The mathematical study of fluids is an exciting field with applications in areas such as engineering, physics and biology. The applied nature of the subject has led to important developments in aerodynamics and hydrodynamics. From ocean currents and exploding supernovae to weather prediction and even traffic flow, several partial differential equations (pde) have been proposed as models to study fluid phenomena. This course is designed to both, introduce students to some of the techniques used in mathematical fluid dynamics and lay down a foundation for future research in this and other related areas. We will start with the method of characteristics, a useful tool in the study of pde. Symmetry and geometrical arguments, special solutions, energy methods, particle trajectories, and techniques from ordinary differential equations (ode) are also discussed. A special focus will be on models from hydrodynamics. These include the KdV and the Camass-Holm equations (and generalizations thereof), and the Euler equations of ideal fluids. Finally, we will be concerned with models whose solutions depend on time and one spatial variable, although depending on student interest and time, we may also investigate higher-dimensional models.

Class Format: lecture
Requirements/Evaluation: problem sets and final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 151, MATH 250, and MATH 350 or 351; some background in pde/ode would be helpful but not required
Enrollment Preferences: senior Mathematics majors
Enrollment Limit: 40
Expected Class Size: 25
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2017
LEC Instructor: Alejandro Sarria
MATH 478 On Expressing Numbers (Q)
The real numbers are overall mysterious. Attempts even to describe different real numbers can quickly lead to deep, open questions in mathematics. For example, writing numbers via their decimal expansions leads to the result that a number is rational precisely when the decimal expansion is eventually periodic. This is an entirely different method for describing real numbers: continued fractions, which go back thousands of years. Here every real number can be captured by a sequence of integers (just like for the decimal expansion) but now eventually periodicity corresponds to the number being a square root. The mathematics of continued fractions, and especially their higher dimensional generalizations, lead to a great deal of mathematics. We will be using tools from linear algebra, functional analysis, dynamical systems, ergodic theory and algebraic number theory to explore the best way to express a real number.

Class Format: lecture
Requirements/Evaluation: exams and homework
Prerequisites: MATH 350 or MATH 351, and MATH 355
Enrollment Preferences: Seniors
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements: Division 3 Quantitative/Formal Reasoning

Not Offered Academic Year 2017
LEC Instructor: Thomas Garrity

MATH 479 Additive Combinatorics (Q) (W)
Lying at the interface of combinatorics, ergodic theory, harmonic analysis, number theory, and probability, Additive Combinatorics is an exciting field which has experienced tremendous growth in recent years. Very roughly, it is an attempt to classify subsets of a given field which are almost a subspace. We will discuss a variety of topics, including sum-product theorems, the structure of sets of small doubling (e.g. the Freiman-Ruzsa theorem), long arithmetic progressions (e.g. Roth's theorem), structured subsets of sumsets, and applications to computer science (e.g. to pseudorandomness). Depending on time and interest, we may also discuss higher-order Fourier analysis, the polynomial method, and the ergodic approach to Szemerédi’s theorem.

Class Format: lecture
Requirements/Evaluation: regular problem sets, as well as a final project
Prerequisites: MATH 250, MATH 350, MATH 355
Enrollment Preferences: students who have previously taken number theory
Enrollment Limit: 19
Expected Class Size: 8
Distributional Requirements: Division 3 Quantitative/Formal Reasoning Writing Intensive

Not Offered Academic Year 2017
LEC Instructor: Leo Goldmakher

MATH 493(F) Senior Honors Thesis: Mathematics
Mathematics senior honors thesis. Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Mathematics.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Prerequisites: none
Enrollment Preferences: students who have previously taken number theory
Distributional Requirements: Division 3

Fall 2016
HON Section: 01 Cancelled

MATH 494(S) Senior Honors Thesis: Mathematics
Mathematics senior honors thesis. Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Mathematics.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Prerequisites: none
Enrollment Preferences: students who have previously taken number theory
Distributional Requirements: Division 3

Spring 2017
HON Section: 01 Cancelled

MATH 497(F) Independent Study: Mathematics
Directed 400-level independent study in Mathematics.
Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Prerequisites: permission of department
Distributional Requirements: Division 3

Fall 2016
IND Section: 01 Cancelled

MATH 498(S) Independent Study: Mathematics
Directed 400-level independent study in Mathematics.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3 Quantitative/Formal Reasoning
Spring 2017

LEC Section: 01  Cancelled

MATH 499(F,S) Senior Colloquium
Mathematics senior colloquium. Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. The colloquium is in addition to the regular four semester-courses taken by all students.

Class Format: colloquium
Distributional Requirements: Non-divisional

Fall 2016

LEC Section: 01  Cancelled

Spring 2017

LEC Section: 01  Cancelled

STAT 101(F,S) Elementary Statistics and Data Analysis (Q)
It is impossible to be an informed citizen in the world today without an understanding of data and information. Whether opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines or consumer webdata, we need to be able to separate the signal from the noise. We will learn the statistical methods used to analyze and interpret data from a wide variety of sources. The goal of the course is to help reach conclusions and make informed decisions based on data.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performances on quizzes and exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MATH 102 (or demonstrated proficiency on a diagnostic test)
Enrollment Limit: 50
Expected Class Size: 40
Dept. Notes: students who have had calculus, and potential majors in science, economics or mathematics should consider taking Statistics 201 instead.

Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Other Attributes:
BGNP Recommended Courses
COGS Related Courses
PHLH Statistics Courses

Fall 2016

LEC Section: 01  MW 08:00 AM 08:50 AM  Instructor: Laurie Tupper
LEC Section: 02  MW 10:00 AM 10:50 AM  Instructor: Laurie Tupper

Spring 2017

LEC Section: 01  MW 09:00 AM 09:50 AM  Instructor: Laurie Tupper

STAT 201(F,S) Statistics and Data Analysis (Q)
Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on quizzes and exams
Prerequisites: MATH 150 or equivalent; students without any calculus background should consider STAT 101 instead
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Other Attributes:
BGNP Recommended Courses
COGS Related Courses
ENVS Methods Courses
PHLH Statistics Courses

Fall 2016

LEC Section: 01  MW 09:00 AM 09:50 AM  Instructor: Daniel Turek
LEC Section: 02  TR 08:30 AM 09:45 AM  Instructor: Bernhard Klingenberg

Spring 2017

LEC Section: 01  TR 08:30 AM 09:45 AM  Instructor: Bernhard Klingenberg
LEC Section: 02  MW 09:00 AM 09:50 AM  Instructor: Daniel Turek
LEC Section: 03  MW 11:00 AM 11:50 AM  Instructor: Daniel Turek

STAT 202(F) Introduction to Statistical Modeling (Q)
Data come from a variety of sources sometimes from planned experiments or designed surveys, but also arise by much less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential as well as its limits to answer questions about the world. We'll emphasize applications over theory and analyze real data sets throughout the course.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework, exams and projects
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: AP Statistics 5; STAT 101 or 201 or permission of instructor
Enrollment Limit: 35
Expected Class Size: 20
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning
Other Attributes: PHLH Statistics Courses

Fall 2016

LEC Section: 01  TF 02:35 PM 03:50 PM  Instructor: Richard De Veaux

STAT 231T Statistical Design of Experiments (Q)
What does statistics have to do with designing and carrying out experiments? The answer is, surprisingly perhaps, a great deal. In this course, we will study how to design an experiment with the fewest number of observations possible to achieve a certain power. We will also learn how to analyze and present the resulting data and draw conclusions. After reviewing basic statistical theory and two sample comparisons, we cover one and two-way ANOVA and (fractional) factorial designs extensively. The culmination of the course will be a project where each student designs, carries out, analyzes, and presents an experiment of interest to him or her. Throughout the course, we will use the free statistical software program R to carry out the statistical analysis.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework and the final project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a previous introductory course in statistics and no fear of simple computer programming and calculus
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Other Attributes:
BGNP Related Courses
COGS Related Courses
ENVS Methods Courses
PHLH Statistics Courses

Not Offered Academic Year 2017

TUT  Instructor: Andrey Glubokov

STAT 346(F,S) Regression and Forecasting (Q)
This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the standard method for analyzing continuous response data and their relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 101 or 201, and MATH 150 and 250; or permission of instructor
Enrollment Limit: 22
Expected Class Size: 15
Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Fall 2016

LEC Section: 01  TF 01:00 PM 02:25 PM  Instructor: Richard De Veaux

Spring 2017

LEC Section: 01  TF 01:10 PM 02:25 PM  Instructor: Richard De Veaux

STAT 355 Multivariate Statistical Analysis (Q)
To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions,
techniques for combining variables, as well as classification and clustering algorithms.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Prerequisites: STAT 201 and MATH 250
Enrollment Limit: 25
Expected Class Size: 10
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Not Offered Academic Year 2017
LEC Instructor: Brianna Heggeseth

STAT 356(F) Time Series Analysis (Q)
Time series—data collected over time—crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including smoothing, ARIMA and state space models, and a foray into the frequency domain. We will emphasize applications to a variety of real data.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on projects, homework, and exams
Prerequisites: STAT 346 (may be taken concurrently) or permission of instructor
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

LEC Section: 01  MWF 10:00 AM 10:50 AM Instructor: Laurie Tupper

Spring 2017

STAT 360(S) Statistical Inference (Q)
How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from Stat 201 such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on problem sets and exams
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MATH 250, STAT 201, STAT 341
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

LEC Section: 01  TR 11:20 AM 12:35 PM Instructor: Bernhard Klingenberg

Spring 2017

STAT 365(F) Bayesian Statistics (Q)
The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts and prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on homework and exams
Prerequisites: STAT 201 and MATH 150 and 250, or permission of instructor
Enrollment Preferences: juniors and seniors, Math majors
Enrollment Limit: 30
Expected Class Size: 10
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Fall 2016
LEC Section: 01  MWF 11:00 AM 11:50 AM Instructor: Daniel Turek

STAT 372 Longitudinal Data Analysis: Modeling Change over Time (Q)
This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. We will consider many applications in the social and biological sciences.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: STAT 201 and STAT 346
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 3

Spring 2017
IND Section: 01  Cancelled

STAT 440(F) Categorical Data Analysis (Q)
This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Prerequisites: STAT 346 and STAT 360
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 3

Fall 2016
LEC Section: 01  MWF 09:00 AM 09:50 AM Instructor: Steven Miller

STAT 377(F) Operations Research (Q) (W)
Crosslistings: MATH 377/STAT 377
In the first N math classes of your career, you can be misled as to what the world is truly like. How? You've given exact problems and told to find exact solutions. The real world is far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved; students will be implementing many of these algorithms on computer systems of their choice. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial implementation computation (respectively, statistics) component approved by the instructor.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, classwork, projects, presentations and exams; at least 20 pages of writing
Prerequisites: MATH 350 or 351 and permission of instructor
Enrollment Preferences: Computer Science, Mathematics and Statistics majors
Enrollment Limit: 40
Expected Class Size: 25
Dept. Notes: http://web.williams.edu/Mathematics/sjmiller/public_html/317/
Distributional Requirements: Division 3
Quantitative/Formal Reasoning
Writing Intensive

Fall 2016
LEC Section: 01  MWF 09:00 AM 09:50 AM Instructor: Steven Miller

STAT 397(F) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: junior and senior Statistics majors
Distributional Requirements: Division 3

Fall 2016
IND Section: 01  Cancelled

STAT 398(S) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3

Spring 2017
IND Section: 01  Cancelled

STAT 440(F) Categorical Data Analysis (Q)
This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed to address the discrete nature of the observations and consider many applications in the social and biological sciences as well as in medicine, engineering and economics. All methods can be viewed as extensions of traditional regression models and ANOVA.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on performance on exams, homework, and a project
Prerequisites: STAT 346 and STAT 360
Enrollment Limit: 18
Expected Class Size: 15
Distributional Requirements: Division 3
Fall 2016

LEC Section: 01
TR 11:20 AM 12:35 PM
Instructor: Bernhard Klingenberg

STAT 442(S) Computational Statistics and Data Mining (Q)
In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homeworks and projects.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: STAT 346 or permission of instructor
Enrollment Preferences: seniors and Statistics Majors
Enrollment Limit: 15
Expected Class Size: 10

Fall 2016

LEC Section: 02
TF 02:35 PM 03:50 PM
Instructor: Richard De Veaux

Spring 2017

LEC Section: 01
TF 02:35 PM 03:50 PM
Instructor: Richard De Veaux

Spring 2017

LEC Section: 02
TF 02:35 PM 03:50 PM
Instructor: Richard De Veaux

STAT 462 Modern Nonparametric Statistics (Q)
Many statistical procedures and tools are based on a set of assumptions, such as normality. But, what if some or all of these assumptions are not valid? This question leads to the consideration of distribution-free analysis, an active and fascinating field in modern statistics called nonparametric statistics. In this course we aim to make inference for population characteristics while making as few assumptions as possible. Besides the classical rank or randomization-based test statistics course especially focuses on various modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross validation and unbiased risk estimation), bootstrap and jackknife, and Minimax theory.

Throughout the semester we will examine these new methodologies and apply them on simulated and real data sets using R.

Class Format: lecture
Requirements/Evaluation: evaluation will be based primarily on homework, exams, and a final presentation and project.
Extra Info: may not be taken on a pass/fail basis.
Prerequisites: STAT 201 and STAT 360, or permission of instructor
Enrollment Preferences: those who have taken STAT 346
Enrollment Limit: 30
Expected Class Size: 15
Distributional Requirements: Division 3
Quantitative/Formal Reasoning

Spring 2017

LEC Section: 01
TF 02:35 PM 03:50 PM
Instructor: Richard De Veaux

Spring 2017

LEC Section: 02
TF 02:35 PM 03:50 PM
Instructor: Richard De Veaux

Not Offered Academic Year 2017

LEC Instructor: Wendy Wang

STAT 493(F) Senior Thesis: Statistics
Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under The Degree with Honors in Mathematics.
Class Format: independent study
Distributional Requirements: Division 3

Fall 2016

HON Section: 01
Cancelled

Spring 2017

HON Section: 01
Cancelled

STAT 497(F) Independent Study: Statistics
Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3

Fall 2016

IND Section: 01
Cancelled

Stat 498(S) Independent Study: Statistics

Directed independent study in Statistics.
Class Format: independent study
Prerequisites: permission of department
Distributional Requirements: Division 3

Spring 2017

IND Section: 01
Cancelled

MUSIC (DIV I)
Chair: Professor MARJORIE HIRSCH

Professors: J. BLOXAM***, E. GOLLIN, M. HIRSCH, I. PEREZ VELAZQUEZ, W. A. SHEPPARD. Assistant Professors: C. CAMPBELL, Z. WADSWORTH. Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music: K. ALLEN. Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music: R. FELDMAN. Lyell B. Clay Artist in Residence in Jazz Activities/Senior Lecturer in Music: A. JAFFE***. Lyell B. Clay Artist in Residence in Choral and Vocal Activities/Lecturer in Music: B. WELLS. Artist in Residence/Lecturer in African Music Performance: T. MLAPURUTSA. Lyell B. Clay Artists in Residence: J. KURKOWICZ (Violin), D. STEVENSON (Piano). Artist in Residence in Winds and Director of Williams College Wind Ensemble: M. MARSIT. Artist in Residence in Chinese Music Performance and Director of Williams College Chinese Music Ensemble: G. WANG. Instructor in Music: E. LAWRENCE (Musicianship Skills Labs), Visiting Instructor in Music: D. PRINODE (Musicianship Skills Labs), C. MELLON Postdoctoral Fellow in Music: A. TIMBERLAKE. Ensemble Directors & Artist Associates: C. CAPRONI (Marching Band), D. CHANDRA (Tabla), V. CHANDRA (Sitar), S. CHENG (Chinese Strings), J. DEVOE (Flute), S. EVANS (Jazz Voice), J. GENOVA (Violin), M. GORDON (Percussion Ensemble, Percussion), C. JENKINS (Oboe), K. KIBLER (Voice, Co-Director of Williams Opera Workshop), M. KOLODNY (Saxophone), E. LAWRENCE (Piano, Organ, Harpsichord), B. LEWIS (Songwriting), S. MARTULA (Clarinet Choir, Clarinet), C. MEHEAN (Jazz Drums), E. MORSE (Harp), E. NAFZIGER (Voice, Co-Director of Williams Opera Workshop), J. NAZARENKO (Jazz Piano), A. NEU (Viola), Y. PENG (Classical and Jazz Guitar), K. RYER-PARKE (Voice), A. SHARPE (Jazz Bass, Co-Director of Small Jazz Ensembles, Faculty Advisor to Gospel Choir), V. SUNGARIAN (Horn), M. WALT (Voice), S. WALT (Woodwind Chamber Music, Bassoon), D. WHEELER (Classical and Jazz Trumpet), J. WHEELER (Classical and Jazz Trombone, Co-Director of Small Jazz Ensembles), E. WRIGHT (Piano), R. ZIMMERMAN (Bass).

COURSES AND COURSE-NUMBERING

100-level courses are introductory in nature. They aim to acquaint students with a variety of topics in music, ranging from the materials of music (introductionary music theory and musicianship) to various musical cultures (Africa, Oceania, Asian, Classical, Caribbean, and more). Some of these courses are intended for advanced juniors and seniors, usually with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. All require at least one semester of music theory or its equivalent. Some 100-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

200-level courses are intended for advanced juniors and seniors, usually with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. All require at least one semester of music theory or its equivalent. Some 200-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

300-level courses are intended for advanced juniors and seniors, usually with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. All require at least one semester of music theory or its equivalent. Some 300-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

MAJOR
A minimum of ten courses are required for the major, as detailed below.

Four courses in Music Theory and Musicianship to be taken in sequence:
Music 103
Music 104a (Music Theory and Musicianship I) or Music 104b (Jazz Theory and Improvisation I)
Music 201
Music 202

Three courses in European and American Music History:

Music 231
Music 232
Music 233

Majors may choose to replace a maximum of any one of these three specific courses with a course in music history covering aspects of the same period. The courses that may substitute for MUS 231, 232, and 233 are listed below:

Music 231: 163, 164, or 261
Music 232: 165, 166, 236, or 266T
Music 233: 119, 138, 151, 238, 239, 244, 251, 252, or 254

One course in World Music/Ethnomusicology from the following:

Music 111, 112, 113, 117, 120, 125, 126, 21T, 220, 221, 222, 225, 226, 230, 330

Two electives:

One must be taken in the senior year and at the 400-level to serve as a capstone course. (The second semester of a year-long honors thesis, MUS 493/494, will satisfy this requirement.) The other elective may be fulfilled in any semester by any Music course but must be taken in addition to courses selected to satisfy the history, theory, and world music/ethnomusicology requirements detailed above.

Majors are required to participate in faculty-directed departmental ensembles for at least four semesters.

Majors must enroll in partial credit music lessons for at least two semesters.

The Degree with Honors in Music

Three routes provide the opportunity for honors or higher honors consideration in the Music major:

Composition: A Composition thesis must include one major work completed during the senior year supported by a 10- to 15-page discussion of the student's work or analysis of a major 20th century or contemporary work. The student's general portfolio of compositions completed during the junior and senior years will also be considered in determining honors.

Performance: A Performance thesis must include an honors recital given during the spring of the senior year supported by a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.

History, Theory and Analysis, or Ethnomusicology: A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length. A written thesis should offer new insights based on original research. A public oral thesis defense is also required.

In order for a thesis proposal to be approved a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors) and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1- to 2-page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)/W31-494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year-long project for compelling reasons, may petition the department for permission to pursue a WS/one-semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 15.

Lessons

Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the lesson commitment. (See Music 281-288 and Advanced Musical Performance 391, 392, 491, 492). For further information, check the Music Department webpage or contact the Department of Music.

Study Abroad

One study abroad course may satisfy the one free elective requirement for the major, if approved by the department. A second study abroad course might satisfy any one of the specific required courses if the proposed course is clearly equivalent and if the substitution is approved by the department. Majors planning to study abroad should meet with the department chair to propose specific study abroad courses that might be approved to satisfy major requirements under this policy. No more than two courses taken abroad may count toward the major. Music lesson courses and ensemble participation pursued while studying abroad may count toward the performance requirements with approval of the department. You can find general study abroad guidelines for Music here.

MUS 101(F) Listening to Music: An Introduction to the Western Classical Tradition

When you listen to music — on the radio, on your ipod, at a concert — how much do you really hear? This course refines students' listening skills through study of the major composers, styles, and genres of the Western classical tradition. We will explore music from the Baroque, Classical, Romantic, and Modern eras, including works by Bach, Mozart, Beethoven, Chopin, Tchaikovsky, Brahms, Stravinsky, and other composers. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music. Attendance at selected concerts on campus is required.

Class Format: lecture
Requirements/Evaluation: evaluation will be based on a short listening journal, two concert reviews, a quiz, a midterm exam and a final exam
Prerequisites: none
Enrollment Preferences: first-years, sophomores and any student who expresses a strong interest in the course
Enrollment Limit: 25
Expected Class Size: 25
Dept. Notes: intended for non-major students with little or no formal training in music

Distributional Requirements:
Division 1

Fall 2016

LEC Section: 01 MW6 10:00 AM - 10:50 AM Instructor: Marjorie Hirsch

MUS 102(F) Introduction to Music Theory

The course presents an introduction to the materials and structures of music. Through a variety of practical exercises and written projects, students will develop an understanding of the elements of music theoryLEC Section: 01 MW6 10:00 AM - 10:50 AM Instructor: Marjorie Hirsch

Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 25

Distributional Requirements:
Division 1

Fall 2016

LEC Section: 01 TR 08:30 AM - 09:45 AM Instructor: Ed Gollin

MUS 103(F) Music Theory and Musicianship I

MUS 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Students entering MUS 103 should have a solid understanding of musical rudiments (intervals, scales, keys) and relative proficiency in both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of MUS 103 to determine if a student requires any additional work to complement and fortify course work during the early weeks of the semester, or whether placement in MUS 102 would be more appropriate. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. MUS 103 and 104 are required for the music major.

MUS 103 presents the materials, structures and procedures of tonal music, with emphasis on the elements of music theory. A public oral thesis defense is also required. Completed thesis is due by April 15.

Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first year students
Enrollment Limit: 16
Expected Class Size: 16

Distributional Requirements:
Division 1

Fall 2016

LEC Section: 01 TR 08:30 AM - 09:45 AM Instructor: Ed Gollin

MUS 104(S) Music Theory and Musicianship II

MUS 104a continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and Chromatic harmony. Music 104a further explores the transformation of chordal harmony in contrapuntal works of the eighteenth century. Projects include the composition and performance of preludes, fugues and organ chorale preludes on baroque models.
Class Format: lecture two days a week; a conference meeting one day a week; ear training/keyboard skills lab meeting twice a week

Requirements/Evaluation: evaluation will be based on weekly written work, written and keyboard quizzes, and midyear and final projects

Extra Info: may not be taken on a pass/fail basis

this course will share aural skills labs with MUS 104b; students considering taking this course should consult the lab times shown below and plan their schedules accordingly.

Prerequisites: MUS 103

Enrollment Preferences: first-years, potential or declared Music majors, and those with strong musicianship backgrounds

Enrollment Limit: 24

Expected Class Size: 21

Distributional Requirements:

Division 1

Spring 2017

LEC Section: A1  TR 11:20 AM 12:35 PM  Instructor: Ed Gollin

LAB Section: A2  MWF 09:00 AM 09:50 AM  Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Ed Gollin

LAB Section: A3  MWF 10:00 AM 10:50 AM  Instructors: Edwin Lawrence, Kris Allen, Ed Gollin, Daniel Prindle

LAB Section: A4  MWF 11:00 AM 11:50 AM  Instructors: Edwin Lawrence, Kris Allen, Ed Gollin, Daniel Prindle

MUS 104(S) Jazz Theory and Improvisation I

Crosslistings: MUS 104/AFR 212

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

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

Requirements/Evaluation: evaluation will be based on weekly assignments, (e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester assignments, (e.g., harmonic analysis and exercises in transposition and transcription). In each section of the course, aspects of cultural context (including music's function in religious life and its relationship to the other arts), will be emphasized. While our focus will be on the traditional and classical music of these cultures, we will also briefly consider the contemporary musical scene.\n
Extra Info: this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times shown below and plan their schedules accordingly.

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

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

Enrollment Limit: 15

Expected Class Size: 12

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR

Distributional Requirements:

Division 1

Other Attributes:

EXPE Experiential Education Courses

Spring 2017

SEM Section: B1  TR 09:55 AM 11:10 AM  Instructor: Kris Allen

LAB Section: B2  MWF 09:00 AM 09:50 AM  Instructors: Edwin Lawrence, Kris Allen, Daniel Prindle, Ed Gollin

LAB Section: B3  MWF 10:00 AM 10:50 AM  Instructors: Edwin Lawrence, Kris Allen, Ed Gollin, Daniel Prindle

LAB Section: B4  MWF 11:00 AM 11:50 AM  Instructors: Edwin Lawrence, Kris Allen, Ed Gollin, Daniel Prindle

MUS 111(F) Music Cultures of the World (D)

This course introduces a variety of musical traditions from around the world, from ancient to reggae and Indian classical genres. Students develop a working knowledge of musical terms, influential musicians, and concepts relevant to performance genres hailing from the Americas, Africa, Asia, Europe, and the Middle East. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. Reading and writing assignments are combined with direct engagement with music and musicians. No prior musical training required.

Class Format: lecture

Requirements/Evaluation: based on class attendance and participation, regular short writing assignments, and a final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: current or prospective majors in Music, Anthropology, Sociology, Arabic Studies and Asian Studies, as well as current and prospective concentrators in African Music and Latinx/o Studies

Enrollment Limit: 30

Expected Class Size: 20

Dept. Notes: MUS World Music/Ethnomusicology

Distributional Requirements:
MUS 119(S) Popular Music: Revolutions in the History of Rock
This course will trace the history of rock music from the 1950s to the present, focusing on those musicians who revolutionized the genre in various periods. Such "revolutions" are discovered in the use of new sounds and musical forms, in the relationship between lyrics and musical setting, and in the conception of rock's role in society. Three objectives will underpin our studies: to develop listening skills with music that one often hears, but which perhaps rarely listens to intently; to determine in what ways popular music can be interpreted as reflecting its cultural context; and to encounter the work of several of the more innovative musicians in the history of rock. Finally we will interrogate our own activities by asking why the study of the "merely popular" should be pursued in a liberal arts education, whether new approaches can be developed for this endeavor, and what makes music "popular."

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on two tests, two papers, and a final exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: no musical background assumed
Enrollment Preferences: random selection
Enrollment Limit: 40
Expected Class Size: 40
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01   TR 09:55 AM 11:10 AM   Instructor: W. Anthony Sheppard

MUS 120 Musics of Africa (D)
Crosslistings: MUS 120/AFR 113
This course introduces a selection of musical cultures from the geographical breadth of Africa. Following an introductory exploration of the fundamental aesthetic and social parameters governing African musical practice, we will engage in a series of case studies considering a diverse array of musical practices and related social and political issues in specific locales. Featured countries include Ghana, Zimbabwe, Ethiopia, Algeria and the Democratic Republic of Congo. This course samples a wide range of musical practices from the Ghanaian dance craze, azonto, to Ethiopian liturgical chant, and Shona mbira music in Zimbabwe. Performance analysis and critical reading and listing assignments are combined with a number of hands-on workshops and musical exercises.

Class Format: lecture
Requirements/Evaluation: grade based on two 4- to 6-page papers, two tests, one performance project, a final paper, and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: no prerequisites; prior musical background is not essential for this class
Enrollment Preferences: current or prospective Music majors and Africana Studies concentrators
Enrollment Limit: 30
Expected Class Size: 25
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1

MUS 125 Music and Social Dance in Latin America (D)
Crosslistings: MUS 125/DANC 125
This course offers a full-spectrum introduction to the sounds, movements, and social characteristics of a number of Latin American social dance forms, including samba, salsa, tango, and the Afro-Surinamese genre, awawa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their social impact. Among the questions that will drive class discussions are the following: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? No prior music or dance training is necessary, however this course does require regular engagement in interactive and performance-based assignments and workshops.

Class Format: seminar/studio

MUS 138(S) Introduction to Twentieth-Century Music
Twentieth-century Euro-American art music involved a persistent exploration of the limits of musical possibility. Encounters with this music often challenge our ears and musical minds and require us to reconsider fundamental conceptions of music itself. Throughout the course, we will investigate in what ways the basic elements of music (e.g., harmonic organization, rhythm, timbre, instrumentation and performance conventions) were extended and revolutionized. Topics and styles to be discussed include: atonality, expressionism, twelve-tone techniques, neoclassicism, electronic and computer music, stochastic music, minimalism, and neoromanticism. We will also consider the use of this century in relation to contemporary developments in the other arts and to popular musical styles. The syllabus will include works by such composers as Debussy, Mahler, Stravinsky, Schoenberg, Webern, Bartók, Weil, Milhaud, Shostakovich, Ives, Copland, Babbitt, Stockhausen, Messiaen, Boulez, Berio, Cage, Gorecki, Glass, Gubaidulina, and Tower.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on a series of quizzes, projects, short papers, and performance reports; quizzes will include listening and identifying examples
Prerequisites: none
Enrollment Preferences: juniors, seniors, Music majors and potential majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 1

Spring 2017
MUS 141(F) Opera
An introduction to the history of opera, from the genre's birth c. 1600 to the present. At various points in its 400-year development, opera has been considered the highest synthesis of the arts, a vehicle for the social elite, or a form of popular entertainment. Opera's position in European cultural history will be a primary focus of our inquiry. We will also study the intriguing relationship between text and music, aspects of performance and production, and the artistic and social conventions of the operatic world. The multidimensional nature of opera invites a variety of analytical and critical perspectives, including trends of music analysis, literary studies, feminist interpretations, and political and sociological approaches. Works to be considered include operas by Monteverdi, Lully, Charpentier, Handel, Gluck, Mozart, Rossini, Donizetti, Verdi, Wagner, Bizet, Puccini, Strauss, Berg, Britten, Glass and Adams. This course may involve a trip to the Metropolitan Opera.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on a midterm, a brief paper, a 3-page paper, and a final exam
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: W. Anthony Sheppard

MUS 143(S) The Symphony
This course traces the European symphonic tradition from the late eighteenth century through the mid-twentieth century, focusing on works by Mozart, Haydn, Beethoven, Berlioz, Liszt, Mendelssohn, Schumann, Brahms, Dvorak, Mahler, Strauss, and Shostakovich. We will examine developments in musical form and harmony, social contexts for listening, and contemporary aesthetic debates about the nature of genius, the idea of musical tradition, and the narrative capacity of instrumental music.

Class Format: lecture/discussion
Requirements/Evaluation: students will be evaluated on three 3- to 5-page essays, two exams, and short weekly assignments, ability to read music not required
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 25
Expected Class Size: 10
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Anicia Timberlake

MUS 146 The Concerto: Dialogue and Discord
The concerto is the musical genre most akin to the novel, and like the novel, explores the individual's relationship to society. A musical protagonist—a solo instrumentalist or a group of individual players—engages the larger orchestra/ensembles, and a story unfolds in a dramatic narrative told in sound. This course will trace the history of the concerto from its beginning in the Baroque period to today. We will explore the spirited exchanges of Bach's Brandenburg Concerti, the virtuoso concertos of Mozart's piano concertos, the impassioned struggles of the Brahms violin concerto, the ferocious arguments of the Shostakovich cello concerto, the polygot discussions of John Adam's clarinet concerto, and many more. Along the way we will also investigate transformations in patronage and performance contexts, the cult of the virtuoso, and aspects of musical form and style. Students will experience the excitement of hearing concerti performed on campus by the Berkshire Symphony and student winners of the Department of Music's Concerto Competition.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation based on several short papers, a midterm and a final, and on class participation
Prerequisites: none
Enrollment Preferences: students with a demonstrated interest in music
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC Instructor: Kris Allen

MUS 151 History of Jazz (D)
"There are only three things that America will be remembered for 200 years from now: Baseball, Football, Jazz Music and Baseball. These are the three most beautiful things this culture's ever created."—(Gerald Early) Jazz is the most common name for a great African American Art form that still defies definition. Over the past century this elastic tradition has laid down firm roots for numerous other American and World musics, while itself in the throes of a seemingly permanent identity crisis. Jazz is perennially declared dead or dying yet consistently summoned by advertisers to lend vitality and sex appeal to liquor or automobiles. By any name and regardless of its health status, jazz has a rich history of conservative innovators, at once restless and reverent, who made fascinating leaps of creativity out of inspiration or necessity. This "listening intensive" class will look at the past century of jazz music through ideas, "what-if" questions and movement, changing the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross-instrumental-influence) and cultural connections (jazz as cold war propaganda, jazz as protest music) will be examined, giving us freedom to link similar kinds of musical thought across disparate settings and decades. Our inquiry will include (but not be limited to) the lives and music of Louis Armstrong, Fletcher Henderson, Mary Lou Williams, Duke Ellington, Charlie Parker, Thelonious Monk, Dizzy Gillespie, Art Blakey, John Lewis, Miles Davis, John Coltrane and Wayne Shorter.

Class Format: lecture
Requirements/Evaluation: class participation including regular reading and listening assignments; concert attendance; midterm and final exam, one paper, and one final project
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC Instructor: Kris Allen
MUS 163 Bach

Johann Sebastian Bach now enjoys the status of a cultural icon, transcending time and place. But who was Bach, and why do his musical creations continue to fascinate us? This course offers an introduction to the life and music of this iconic composer. We will explore aspects of cultural context (such as the social milieu in which Bach developed his art and the use and perception of his music by his contemporaries), as well develop our listening skills by exploring matters of purely musical content (the styles and forms of his prodigious oeuvre). Both instrumental and vocal music will be surveyed, including the Brandenburg Concerti, the Goldberg Variations, the Magnificat, and the B Minor Mass. The course will conclude with a consideration of Bach's legacy in the 19th and 20th centuries.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on 2 papers, a midterm, a final exam, and class participation

Prerequisites: none

Enrollment Preferences: seniors and juniors

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Jennifer Bloxam

MUS 164(F) Bach and Handel: Their Music in High Baroque Culture

This course explores the lives and music of two great composers of the High Baroque, Johann Sebastian Bach and George Frideric Handel. We will examine their dramatically contrasting life experiences and musical pursuits within the larger social and cultural framework of the period: Bach as a provincial composer, servant to minor German aristocrats and the Lutheran Church, virtuoso organist and pedagogue; Handel as a cosmopolitan celebrity and entrepreneur, creator of operatic and instrumental entertainments for both the Italian and English nobility and the paying public. Development of listening skills and understanding of Baroque music styles, genres, and forms will be stressed. Bach's Cantatas and Mass in B-minor, and Handel's opera Giulio Cesare and Water Music Suite are just a few of the works to be discussed and enjoyed.

Class Format: lecture/discussion, two meetings per week; field trip may be required

Requirements/Evaluation: evaluation will be based on participation, two papers, a midterm, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 12

Distributional Requirements: Division 1

Fall 2016

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Jennifer Bloxam

MUS 165 Mozart

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through lectures, discussion, readings, and guided listening, students will gain appreciation of Mozart's classical compositional style and familiarity with many of his greatest works. The class will explore Mozart's pivotal position as a musician in Viennese society; his strange childhood and the story of his music as told in his own letters; his relationship with his domineering father Leopold, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, listening quizzes, two short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Preferences: students with demonstrated interest in music

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Marjorie Hirsch

MUS 166 Beethoven

This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, tragic loss of hearing, and his struggles with his suicidal nephew Karl, together with the French Revolution and the emergence of Romanticism, will form the backdrop for our investigation of his artistic struggles and monumental achievements. Students will listen to a broad cross section of Beethoven's music, including piano sonatas, string quartets, symphonies, overtures, concertos, choral works, and opera. We will explore a range of topics, including the nature of his genius, his relation to composers such as Haydn and Mozart, and his impact on posterity.

Class Format: lecture/discussion

Requirements/Evaluation: listening quizzes, two papers, midterm and final exams, and class participation

Prerequisites: none

Enrollment Preferences: those with a demonstrated interest in music

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Joan Huguet

MUS 171 Music and Spirituality

Crosslistings: MUS 171/REL 171

Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music acquire a spiritual dimension? This course will take a topical approach to exploring music's spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, and the role of music created in the face of death and its aftermath. Our primary focus will be on music from Christian traditions from medieval to modern times, enriched by conversations with musicians immersed in the music of other world faith traditions. We will explore connections between music and spirituality through a wide variety of composers and styles, including plainchant and Renaissance sacred choral music; classics by Bach, Mozart, Beethoven, and Brahms; American hymnody and spirituals; Igor Stravinsky and Arvo Pärt; John Coltrane and Dave Brubeck; and selected artists from the world of contemporary popular music.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several brief writing assignments, a midterm paper, and a final project with presentation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: students with a demonstrated interest in music or religion

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under MUS.

Distribution Notes: meets Division 1 requirement if registration is under REL

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Jennifer Bloxam

MUS 172 Myth in Music (W)

Crosslistings: MUS 172/COMP 172

Orpheus, Prometheus, Faust, and Don Juan—these figures have captured the imagination of writers, artists, and composers throughout history. This course explores how prominent myths of western civilization have found expression in a broad variety of musical works, e.g., operas by Claudio Monteverdi, Wolfgang Amadeus Mozart, Jacques Offenbach, and Richard Wagner; songs by Franz Schubert, Hugo Wolf, Ricky Ian Gordon, and Adam Gueffel; ballets by Ludwig van Beethoven and Igor Stravinsky; symphonic poems by Franz Liszt, Richard Strauss and Alexander Scriabin; Broadway musicals by Richard Adler and Randy Newman; and mixed-media projects by Rinde Eckert. Our inquiry will lead us to ponder an array of questions: Why have certain myths proven especially appealing to composers? What accounts for these myths' musical longevity? How have myths been adapted to different musical genres and styles, and for what purposes? How do the works reflect the historical cultures in which they originated? How have they engaged with different social, political, artistic, and intellectual concerns?

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, three 6-8 page papers (with revisions), and a final presentation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: students with a demonstrated interest in literature or music

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC Instructor: Marjorie Hirsch
MUS 173 Storytelling in Music

Many of the songs we hear on the radio derive their appeal, in part, from the interest of the narratives conveyed by their lyrics. Even without lyrics, however, music itself can compellingly depict characters, emotions, settings, or events in order to relate tales of love, tragic loss, conflict, heroism and victory, transcendence, comedy, adventure, and the exotic. This course explores the various musical ways of conveying such stories in both texted and untexted genres including the sixteenth-century madrigal; opera; the concerto and the symphony; nineteenth-century song cycles, solo piano works, and tone-poems; ballet and film scores; and jazz and rock 'n roll.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on brief written assignments and a paper, a midterm and a final exam, and attendance and participation

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC  Instructor: Marjorie Hirsch

MUS 174(S) The Singing Voice: Styles and Meaning

What makes an opera singer sound different than a rock singer? Why can't one convincingly sing in the style of the other? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, above all, through singing. The class will learn the basics of vocal technique, and how composers of the past among other styles and will explore the cultural and historical contexts of each.

Class Format: lecture/studio/discussion

Requirements/Evaluation: evaluation will be based on one quiz, two papers, and a final project

Prerequisites: none

Enrollment Preferences: juniors and seniors

Enrollment Limit: 20

Expected Class Size: 10

Distributional Requirements: Division 1

Spring 2017

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Brad Wells

MUS 175(F) Sound Art, Public Music

Crosslistings: MUS 175/ARTS 273

Western music performance traditionally occurs within contained spaces in which “performer” and “audience” adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and scripts of performance and reception have moved into public spaces—from sound art installations to ambient music, to interactive soundsculpture to radio art to social media driven flash mobs. This course studies the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Trimpin, Brian Eno and Gregory Whitehead, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of site-specific works on and around the Williams campus.

Class Format: seminar

Requirements/Evaluation: class participation, three short (2-4 page) essays, a response journal and the creation of four public music works

Prerequisites: none

Enrollment Preferences: juniors and seniors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1

Fall 2016

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Brad Wells

MUS 177(S) Gender and Sexuality in Music (D)

Crosslistings: MUS 177/WGSS 177

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography, subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations. This course fulfills the EDI requirement, owing both to its comparative approach and its focus on issues of power and privilege.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final paper/project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: students with some musical experience

Enrollment Limit: 19

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under MUS, meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Expanding Diversity

Spring 2017

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Corinna Campbell

MUS 1781(F) Music and Politics (W)

Crosslistings: MUS 178/PSCI 175

This course examines how musical sound and musical discourse change, enable, and inhibit citizen formation and the functioning of a well-ordered society. We will take a very wide definition of “politics,” as music can have political meaning and effects far beyond national anthems and propaganda. For instance, musical sound is often read as a metaphor for political structures: eighteenth-century commenters pointed out that string quartets mirrored reasoned, democratic discourse, and twentieth-century critics made similar arguments about free jazz. Beliefs about music can serve as a parameter for a society's non-musical anxieties: Viennese fin-de-siecle critics worried that the sounds and stories of Strauss's operas were causing moral decline, an argument that should be familiar to anyone who reads criticism of American popular music. Finally, a pervasive strand of Romantic thought holds that (good) music, by its nature, is apolitical—what might it mean to deny social relevance to an entire field of human expression? We will read classic philosophical texts on art and politics by Schiller, Kant, Schopenhauer, Marx, Adorno, and others, and pair them with contextual studies of works of Western classical music from the last two hundred years and popular music of the last hundred years.

Class Format: tutorial

Requirements/Evaluation: Students will be expected to write a 5-7 page paper every other week, and submit written commendations on their tutorial partner's paper in off weeks.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: first-year students

Enrollment Limit: 10

Expected Class Size: 8

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under PSCI

Distributional Requirements: Division 1

Writing Intensive

Fall 2016

TUT Section: T1 TBA Instructor: Alicia Timberlake

MUS 201(F) Music Theory and Musicianship II

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, writing exercises, sight-singing, and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music even at deeper levels of the structure. We will learn about innovations that occurred from the early 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

Class Format: lecture meetings twice a week plus aural skills lab meetings

Requirements/Evaluation: final grading will be based on homework, theory quizzes, analysis papers, compositional projects/final project, class attendance, preparation, participation, and on the results of the lab portion of the class (sight singing and ear training)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: MUS 104

Enrollment Preferences: Music majors and potential Music majors

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 1

Fall 2016

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Ileana Perez Velazquez

LAB Section: 02 F 12:00 PM 12:50 PM Instructor: Daniel Prindle

MUS 202(S) Music Theory and Musicianship II

Music 202 proceeds to the study of twentieth-century practices including harmony, scales and modes, rhythmic techniques, new formal ideas, serial procedures, and set theory. It also covers more recent musical developments including aleatorism, minimalism, electronic music, post-modernism, eclecticism, and other techniques.

Class Format: two lecture meetings and two skills lab meetings per week

Requirements/Evaluation: final grading based on written work, quizzes (in lectures and labs), and analysis and composition projects

Extra Info: evaluation also based on the results of the lab portion of the class (sight singing and ear training) may not be taken on a pass/fail basis

Prerequisites: MUS 201

Enrollment Preferences: Music majors
Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Ed Gallin
LAB Section: 02 F 12:00 PM 12:50 PM Instructor: Daniel Prindle

MUS 204 Jazz Theory and Improvisation II
Crosslistings: MUS 204/AFR 214
A continuation of Music 203, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, such as modal interchange and minor key harmony, use of symmetric scales, commonly-used reharmonizations of the blues and "I Got Rhythm" chord progressions, and Coltrane's "Three Tonic" harmonic system. 
Class Format: the format is two weekly meetings, alternating between theory and performance sessions, and including a final recital
Requirements/Evaluation: two original compositions and two original arrangements, as well as a midterm and final exams, and participation in a recital at the end of the semester
Prerequisites: MUS 203 or permission of instructor
Enrollment Preferences: Music majors and Jazz Ensemble members
Enrollment Limit: 12
Expected Class Size: 5-8
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses

Not Offered Academic Year 2017
SEM Instructor: Andrew Jaffe

MUS 205(F) Composition I
Beginning courses in musical composition taught in tutorial format. Size and number of required projects will vary from 4 to 6. Each assignment will represent 25% of the student's final grade. A group meeting per week will deal with the presentation of the student's work in progress, analysis of models for composition, performance of work in class, and critiquing of work. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.
Class Format: tutorial
Requirements/Evaluation: evaluation based on composition projects, attendance, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MUS 202 (may be taken concurrently) or permission of instructor
Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience
Enrollment Limit: 6
Expected Class Size: 4
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses

Spring 2017
LEC Section: T1 MR 01:10 PM 02:25 PM Instructor: Ileana Perez Velazquez

MUS 206(T) Composition II
Beginning courses in musical composition taught in tutorial format. Size and number of required assignments will vary from 3 to 6 in addition to a possible full semester composition project. One to two group meetings per week will deal with the presentation of new assignments, analysis of models for composition, performance of work in class, and critiquing of work. Individual meetings may be added to deal with individual needs. Students must also be available for performances and reading of work outside normal class time and the instructor and students will work together to ensure that all work written during the semester is actually performed.
Class Format: tutorial
Requirements/Evaluation: evaluation based on the quality and timeliness of composition projects, attendance, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: MUS 202 (may be taken concurrently) and permission of instructor
Enrollment Preferences: Music majors; consideration of non-majors based on qualifications and experience
Enrollment Limit: 6
Expected Class Size: 4
Distributional Requirements: Division 1
Other Attributes: EXPE Experiential Education Courses

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Corinna Campbell

MUS 220(F) African Dance and Percussion
Crosslistings: DANC 201/AFR 201/MUS 220
This course focuses on selected dance and music forms from the African continent for example, Kpanlogo from Ghana, Lamban from Guinea, Senegal and Mali or Bira from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress

Spring 2017
LEC Section: T1 MR 01:10 PM 02:25 PM Instructor: Zachary Wadsworth

MUS 208 Arranging for Voices
What is gained—or lost—when music is arranged for voices? How does one create music that has something to say when using something already said? Arranging for Voices addresses these questions through study of arrangements and regular arranging projects. Students will work in multiple styles, making use of numerous compositional strategies and techniques. All student arrangements will be read and discussed in a seminar-type setting.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on weekly assignments, midterm and a final, large-scale project
Prerequisites: MUS 103 and 104
Enrollment Preferences: Music majors
Enrollment Limit: 3
Expected Class Size: 4
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC Instructor: Brad Wells

MUS 210(S) Music Technology I
Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.
Class Format: lecture
Requirements/Evaluation: evaluation will be based on weekly assignments, a midterm exam, a final paper and two composition projects
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MUS 102 or 103, or permission of instructor; knowledge of and proficiency with musical notation is required; some background in acoustics/physics is desirable
Enrollment Preferences: Music majors and those planning to major
Enrollment Limit: 8
Expected Class Size: 8
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Ileana Perez Velazquez

MUS 211(F) Music, Nationalism, and Popular Culture (D) (W)
This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel, Joao Gilberto, Youssou N'Dour), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Ernest Gellner, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment? Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the EDI requirement.
Class Format: lecture/discussion
Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final Paper/Project
Prerequisites: none
Enrollment Preferences: upperclass students and Music majors
Enrollment Limit: 15
Expected Class Size: 12
Dept. Notes: MUS World Music/Ethnomusicology
Distributional Requirements: Division 1
Other Attributes: Writing Intensive

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Corinna Campbell

MUS 220(F) African Dance and Percussion
Crosslistings: DANC 201/AFR 201/MUS 220
This course focuses on selected dance and music forms from the African continent for example, Kpanlogo from Ghana, Lamban from Guinea, Senegal and Mali or Bira from Zimbabwe. We will examine their origins (people, history and cultures) and influence beyond geographic perimeter to more fully understand the function of these forms in contemporary times. Students will study movement and percussion and are evaluated on the quality of progress

Fall 2016
MUS 221 African Dance and Percussion
Crosslistings: DANC 202/AFR 206/MUS 221
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include Gum Boots (Isicathulo) from Southern Africa, Juju in Nigeria or Hip Hop in several nations. This course can be taken for academic and/or PE credit.

Class Format: studio/lecture/discussion
Requirements/Evaluation: participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects.
Prerequisites: none
Enrollment Preferences: students who have taken Dance 100 or advanced placement.
Enrollment Limit: 25
Expected Class Size: 20
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives
MUS World Music/Ethnomusicology

Fall 2016
STU Section: 01
TF 01:10 PM 02:25 PM
Instructors: Sandra Burton, Tendai Muparutsa

MUS 222 African Dance and Percussion
Crosslistings: DANC 202/AFR 206/MUS 221
Course continues the investigation of selected music and dance from the African continent. Advancing dance and music skills, deepening understanding of history and context of the material are focus of readings, discussions and projects throughout the semester. Questions we will address include the impact of religion, colonialism, travel, immigration, media tradition and the continued emergence of new forms. Material may include Gum Boots (Isicathulo) from Southern Africa, Juju in Nigeria or Hip Hop in several nations. This course can be taken for academic and/or PE credit.

Class Format: studio/lecture/discussion
Requirements/Evaluation: participation in assignments that include research and performance projects and a short paper; students enrolled for PE credit only are not required to do short paper or research assignments; all students must participate in all performance projects.
Prerequisites: none
Enrollment Preferences: students who have taken Dance 100, DANC 201 or permission of the instructor
Enrollment Limit: 20
Expected Class Size: 20
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: meets Division 1 requirement if registration is under DANC or MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: GBST African Studies Electives
MUS World Music/Ethnomusicology

Not Offered Academic Year 2017
STU Instructor: Tendai Muparutsa

MUS 222 Politics of Performance/Performing Politics in Contemporary Africa (D) (W)
Crosslistings: MUS 222/AFR 223
Using selected examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social criticism, changing attitudes toward women and the LGBTQ community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres—among them Afrobeat, kwato, soukous, rai, mbalax, Chimurenga music, and a variety of rap and hip-hop styles—are discussed based on in-class preparation and participation, multimedia project, midterm paper, intermittent short assignments, final exam
Prerequisites: none
Enrollment Preferences: Music majors and African Studies or Latino/o Studies concentrators
Enrollment Limit: 25
Expected Class Size: 20
Dept. Notes: MUS World Music/Ethnomusicology
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements: Division 1
Other Attributes: AFR Core Electives
MUS World Music/Ethnomusicology

Spring 2017
LEC Section: 01
MW 11:00 AM 12:15 PM
Instructor: Corinna Campbell

MUS 226 Introduction to the Music of Brazil
A course designed to acquaint students with an overview of the history and development of the music of Brazil, from African and colonial antecedents to the present. Students will examine characteristics of West African music brought to Brazil as a part of the Portuguese colonization, as well as how these musical elements and influences congemined with those of the European immigrant population to create a variety of distinctly national musical styles, including Balucada, Choro, Frevo, Samba, Bossa Nova, and MPB (música popular brasileira), among others. Composers and musicians whose work will be studied will include Alfredo da Rocha Viana Sr., Plixinguinha (Alfredo da Rocha Viana Jr.), Noel Rosa, Luiz Gonzaga(Gonzagão), Heitor Villa Lobos,C. Jobim, Gilberto Gil, Milton Nascimento, Hermeto Pascoal, Egberto Gismonti, Mario Adnet, among others. Musical literacy sufficient to engage in score study and formal analysis is required.
Class Format: lecture - weekly lecture format with assigned readings and listening exercises
Requirements/Evaluation: midterm and final exams as well as two 10-page research papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: MUS 104A or b
Enrollment Preferences: Music majors and Jazz Ensemble members
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: MUS World Music/Ethnomusicology
Distributional Requirements: Division 1
Other Attributes: MUS World Music/Ethnomusicology

Not Offered Academic Year 2017
LEC Instructor: Andrew Jaffe

MUS 230 Musical Ethnography (D)
Crosslistings: MUS 230/ANTH 230
Often, we experience music’s impact on us without fully considering why it achieves such strong effects. The purpose of this course is to investigate the question of musical meaning by combining musical study and analysis with an exploration into the contexts of musical production, circulation, and reception. Musical ethnography is both the means by which scholars pursue this line of questioning, and also the (usually) written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a music-
making community within Williamstown and the surrounding area.
Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.
This course fulfills the EDI requirement, with particular emphasis on empathetic understanding.
Please note: This course requires students to devote regular time outside of class to the study of a musical community.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation.

Extra Info: may not be taken on a pass/fail basis
Prerequisites: some musical training/experience necessary, see instructor for more information

Enrollment Preferences: some with some musical experience
Enrollment Limit: 10

Expected Class Size: 6

Dept. Notes: MUS World Music/Ethnomusicology

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH

Distributional Requirements:
Division 1

Extra Info: may not be taken on a pass/fail basis
Prerequisites: ability to read music; open to qualified non-majors with the permission of instructor

Enrollment Preferences: Music majors and those planning to major
Enrollment Limit: 15

Expected Class Size: 10

Dept. Notes: required course for Music majors

Distributional Requirements:
Division 1

Fall 2016

LEC Section: 01
MR 02:35 PM 03:50 PM
Instructor: Jennifer Bloxam

MUS 231(F) Music in History I: Antiquity-1750
This course explores 1000 years of music-making in Western European culture, beginning with the philosophical and theoretical origins of that music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered will include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

Class Format: lecture/discussion, two meetings per week; field trip may be required

Requirements/Evaluation: evaluation will be based on class participation, written assignments, midterm and final exams

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ability to read music; open to qualified non-majors with the permission of instructor

Enrollment Preferences: Music majors and those planning to major
Enrollment Limit: 15

Expected Class Size: 10

Dept. Notes: required course for Music majors

Distributional Requirements:
Division 1

Fall 2016

LEC Section: 02
MR 04:00 PM 05:02 PM
Instructor: Jennifer Bloxam

MUS 232(S) Music in History II: 1750-1900
This course explores the development of Western classical music from 1750-1900 through the study of works by Mozart, Beethoven, Schubert, Schumann, Chopin, Verdi, Wagner, Tchaikovsky. Composers' styles will be examined in conjunction with Classical and Romantic aesthetics. Topics for discussion include the changing role of music and musicians in society, music and narrative, music and philosophy, operatic traditions, and musical nationalism.

Class Format: lecture/discussion, three days per week

Requirements/Evaluation: evaluation will be based on class participation, two papers, class presentations, a midterm, and a final exam

Prerequisites: ability to read music

Enrollment Preferences: Music majors, or those planning to major
Enrollment Limit: 15

Expected Class Size: 12

Dept. Notes: required course for Music majors; Music majors may not take MUS 232 as pass/fail or 5th course option

Distributional Requirements:
Division 1

Spring 2017

SEM Section: 01
MWF 10:00 AM 10:50 AM
Instructor: Marjorie Hirsch

MUS 233(F) Music in History III: Musics of the Twentieth Century
A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intertwining of musical influences of pop, jazz, and art music of the electronic age.

Class Format: lecture/discussion, two days per week

Requirements/Evaluation: evaluation will be based on class participation, two papers, a midterm, and a final exam
Enrollment Limit: 19
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Other Attributes:
AMST Arts in Context Electives

Fall 2016
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Andrew Jaffe

MUS 254 Charlie Parker and the (Re)vention of Modern Jazz
In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as “frozen faced introverts, dedicated to chaos.” This class will survey the life and music of that decade’s most pivotal figure, the brilliant alto saxophonist Charlie “Yardbird” Parker (1920-1955). The ubiquitous graffiti slogan “Bird Lives” that heralded his almost mythical afterlife rings true today, as his influence remains undiminished in recent decades his music has become a cornerstone of jazz pedagogy, and increasingly is considered to represent more of an evolution than a revolution in jazz history. We will focus on Parker’s musical development, with a particular emphasis on his study and musical apprenticeships with some of the major soloists of the swing era. Through score study, guided listening and composition assignments, the class will examine and practice applications of Parker’s melodic, harmonic and rhythmic innovations. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning his improvisational vocabulary. Parker’s broader cultural significance and the intersections between his music and parallel artistic, social and political movements will also be addressed. While our focus will be on Charlie Parker, the class will also discuss the contributions made to modern jazz by his most prominent collaborators, including Dizzy Gillespie, Thelonious Monk, and Bud Powell. Additionally, we will consider his influence on subsequent generations of musicians by investigating personal anecdotes as well as the work of several “first generation disciples,” such as Cannonball Adderley, Jackie McLean and Ornette Coleman. The class will culminate in a final multimedia project in which the students will explore Parker’s musical influence on contemporary jazz musicians.

Class Format: lecture/discussion
Requirements/Evaluation: weekly reading, listening and musical repertoire learning assignments, class participation including written responses to discussion prompts; brief transcription and/or composition assignments
Extra Info: final multimedia interview project and presentation
Prerequisites: musical literacy sufficient to deal with material (W) suggested and/or permission of instructor
Enrollment Preferences: Music majors, Jazz musicians
Enrollment Limit: 19
Expected Class Size: 10
Distributional Requirements:
Division 1
Other Attributes:
AMST Arts in Context Electives
Not Offered Academic Year 2017

LEC Instructor: Kris Allen

MUS 261 The Saint and the Countess: Lost Voices of Medieval Women (W)
Crosslistings: MUS 261/WGSS 261
Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expressiveness of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture, and the French Countess of Die in Provence, whose creative life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Class Format: seminar
Requirements/Evaluation: evaluation based on several short papers and presentations, and a final project and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: current or prospective Music and Women’s Gender & Sexuality Studies majors
Enrollment Limit: 10
Expected Class Size: 6
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Distributional Requirements:
Division 1
Writing Intensive

Not Offered Academic Year 2017

LEC Instructor: Andrew Jaffe

MUS 252(F) Introduction to the Music of John Coltrane
Crosslistings: MUS 252/AFR 242
This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane’s compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane’s musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.

Class Format: lecture
Requirements/Evaluation: evaluation based on in-class participation and preparation, quizzes on assigned readings, midterm, final examinations and a final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors
Enrollment Limit: 10
Expected Class Size: 6
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Distributional Requirements:
Division 1
Writing Intensive

Not Offered Academic Year 2017

LEC Instructor: Kris Allen

MUS 251 Introduction to the Music of Duke Ellington
Crosslistings: MUS 251/AFR 240
This course will survey the career and compositional style of Edward Kennedy (Duke) Ellington (1899-1974). Students will learn to listen to and analyze music from throughout Ellington’s five-decade career as a bandleader, composer, arranger, and writer. Particular emphasis will be placed on development of aural analysis skills, in terms of form, style, orchestration, and the ability to identify the individual sounds of key Ellingtonian soloists. Ellington’s importance as a key figure in American cultural history, and relationships between his music and parallel stylistic developments and influences from both within and outside of the jazz tradition will be discussed.

Class Format: lecture
Requirements/Evaluation: weekly listening and reading assignments, one biographical paper examining the career of an Ellingtonian, as well as participation in a group presentation to the class of one of Ellington’s extended works; midterm and final exams will also be given
Extra Info: may be taken on a pass/fail basis
Prerequisites: ability to read music notation
Enrollment Preferences: Jazz ensemble members and Music majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
Division 1
Other Attributes:
AMST Arts in Context Electives

Not Offered Academic Year 2017

LEC Instructor: Andrew Jaffe

MUS 247(T)(S) Music for Theater Production
Crosslistings: MUS 247/THEA 247
Music written to accompany or to “point up” the action or mood of a dramatic performance on stage can be traced to Ancient Theater. Are the labels of incidental and background music appropriate or patronizing for this genre? What is the difference between the composition of “incidental music” and sound designing? How does creating music to accompany a play differ from writing concert music or music for film, ballet, opera, or musical theater? What makes for effective incidental music? How does the music interact with the spoken drama? Students will discuss music composed for selected plays and will attempt to compose music for a scene of a play drawing upon pre-existing works or creating their own. Format: tutorial. During the first and last weeks of the semester, students will attend two group classes. In the other weeks, students will meet with the instructor in pairs for a one-hour session. Students will write and present a 5- to 6-page paper every other week and a 1- to 2-page response to their partner’s paper in the alternate weeks.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on five papers/presentations, and five responses
Extra Info: not available for the fifth course option
Prerequisites: ability to read music and permission of the instructor
Enrollment Preferences: Music and Theater Majors
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements:
Division 1

Spring 2017
TUT Section: T1 TF 01:10 PM 02:25 PM Instructors: Ileana Perez Velazquez, Kameron Steele

MUS 247T(S) Music for Theater Production
Crosslistings: MUS 247/THEA 247
Not Offered Academic Year 2017
LEC Instructor: W. Anthony Sheppard

MUS 247T(S) Music for Theater Production
Crosslistings: MUS 247/THEA 247
Not Offered Academic Year 2017
LEC Instructor: W. Anthony Sheppard
SEM Instructor: Jennifer Bloxam

MUS 267T Verdi and Wagner (W)

Born in the same year (1813), Giuseppe Verdi and Richard Wagner stand as the two central figures of nineteenth-century European opera. Their divergent approaches to the genre provoked heated debate that continues today. Both composers not only transformed the operatic forms they inherited, but they also had a significant impact on the cultural and political histories of their emerging nations. Throughout the semester we will juxtapose major works by these composers in order to investigate such topics as opera's relationship to its literary sources; the staging and production of opera; intersections between opera and film; connections between opera and political context; and biographical influences on the creation of opera. Our final meeting will be devoted to the broader operatic and cultural legacies of these two composers. Focusing on one opera per week, we will study Verdi's Nabucco, Il trovatore, La traviata, Aida, Otello, and Falstaff, and on Wagner's Tannhäuser, Lohengrin, Die Walküre, Tristan und Isolde, Die Meistersinger von Nürnberg, and Parsifal. When possible, this tutorial will include field trips to live performances and/or live HD broadcasts of these operas.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on five 5- to 6-page essays and on the quality of the student's critical engagement with the work of his/her tutorial partner
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: previous related course work and/or musical experience is desirable, but is not required; open to all students
Enrollment Preferences: sophomores, juniors, and seniors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: W. Anthony Sheppard

MUS 272T Music and Meaning (W)

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, composers, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"—patterns of sound with no reference to the external world, whereas others maintain that music is a form of communication using the principles of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we glean the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer’s intentions? Should we look for some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: tutorial; during the first and last weeks of the semester, students will attend two group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour session at a mutually convenient time
Requirements/Evaluation: students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: ability to read music, or permission of instructor
Enrollment Preferences: sophomores and juniors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Marjorie Hirsch

MUS 273T Dangerous Music (W)

As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puntins, Victorians, and Totalitarians, as well as opponents of ragtime, rock 'n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for playing a dangerous role in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on participation, several short papers and quizzes, a final project
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: an ability to read music is desirable but not required
Enrollment Preferences: sophomores and juniors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1
Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Marjorie Hirsch

MUS 277 Men, Women, and Pianos

This course takes the piano, its repertory, and its performers as focal points for a social history of Western music, treating the piano as a locus around which issues of gender, class and race played out in the surrounding cultural, historical and political contexts. Born in the same year (1813), Giuseppe Verdi and Richard Wagner stand as emerging nations. Throughout the semester we will juxtapose major works by these composers in order to investigate such topics as opera’s relationship to emerging nations. When possible, this tutorial will include field trips to live performances and/or live HD broadcasts of these operas.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on participation, several short papers and quizzes, and a final project
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: an ability to read music is desirable but not required
Enrollment Preferences: students who are taking or have taken piano lessons
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC

MUS 278T Carmen, 1845 to Now (D) (W)

Crosslistings: MUS 278WGSS 248

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and formidable woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée’s 1845 novella on which Bizet based his beloved 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including François Truffaut’s 1972 film version and Robert Rafelson’s Five Easy Pieces from 1970, and Jane Campion’s The Piano from 1993.

Class Format: lecture/discussion, two meetings per week
Requirements/Evaluation: evaluation will be based on participation, several short papers and quizzes, and a final project
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: an ability to read music is desirable but not required
Enrollment Preferences: students who are taking or have taken piano lessons
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC

MUS 278T Carmen, 1845 to Now (D) (W)

Crosslistings: MUS 278WGSS 248

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and formidable woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée’s 1845 novella on which Bizet based his beloved 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including François Truffaut’s 1972 film version and Robert Rafelson’s Five Easy Pieces from 1970, and Jane Campion’s The Piano from 1993.

Class Format: lecture/discussion, two meetings per week
Requirements/Evaluation: evaluation will be based on participation, several short papers and quizzes, and a final project
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: an ability to read music is desirable but not required
Enrollment Preferences: students who are taking or have taken piano lessons
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017

LEC
Exploring Diversity
Writing Intensive

Not Offered Academic Year 2017

TUT  Instructor: Jennifer Bloxam

MUS 279T American Pop Orientalism (D) (W)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music’s role in Orientalist representation in a wide variety of media, including Hollywood film, television, popular song, Broadway musicals, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the “exotic others” being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, "Chinatown, My Chinatown,” The King and I, Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, My Butterfly, Alex, and Weezer’s Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

This course satisfies the EDI requirement by considering diversity in relation to the representation of specific minority groups within American popular culture and the attempts by members of those minority groups to participate in mainstream culture. We will also engage with critical theories offered by scholars for understanding the dynamics of these representations and this cultural participation.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on five 5- to 6-page essays and on the quality of the student’s critical engagement with the work of his/her colleagues

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Preferences: sophomores and juniors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive

Other Attributes:
AMST Arts in Context Electives
ASAM Core Courses

Not Offered Academic Year 2017

TUT  Instructor: W. Anthony Sheppard

MUS 281-288(F,S) Individual Vocal and Instrumental Instruction

Individual vocal or instrumental lessons offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but pass/fail is also an option. (Note: partial credit music lessons taken pass-fail do not count as one of the three pass-fail options available to students for regular semester courses.) Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester.

Lessons are scheduled TBA based upon instructor schedule. Make-up lessons given at the discretion of the instructor. Grading will be based upon lesson preparation, public performance, and progress throughout the semester. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 10 lesson commitment.

To register for the course, the student must first contact the appropriate teacher (see Music Dept. for list), and then fill out a registration/billing contract to be signed by both teacher and student. See contract for instructions. There is no online registration. Registration is for course number 281, with the appropriate section number from the following list. Students will be reassigned to course numbers 281-288 based on the number of semesters of instruction already taken in one particular section.

Specific instrument or voice sections are as follows: 01 Bassoon, 02 Cello, 03 Clarinet, 04 Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Classical Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp, 23 Jazz Drum, 24 Jazz Saxophone, 25 Jazz Trumpet, 26 African Drumming, 27 Jazz Guitar, 30 Mibra, 31 Vocal/Songwriting, 32 Jazz Trombone 33 Sitar, 34 Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liqin/Pipa, 39 Zhonghu bone, 33 Sitar, 34 Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liqin/Pipa, 39 Zhonghu

Prerequisites: permission of the individual instructor; enrollment limits apply to distributional requirements based upon studio space and student qualifications

Distributional Requirements: Non-distribution

Fall 2016

LSN Section: 01  TBA  Instructor: Marjorie Hirsch

Spring 2017

LSN Section: 01  TBA  Instructor: Marjorie Hirsch

MUS 291-298(F,S) Chamber Music Workshop

Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, Chinese Music Ensemble, and Brass Ensemble) coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students in ad hoc groups organized each semester by the director of the chamber music or jazz programs are required to prepare for 10 one-hour coaching session during the semester. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coach at the end of the semester. In addition students are expected to practice the assigned music individually and be required to perform on the Classical or Jazz Chamber Music concert at the end of the semester. The ensembles will be organized based on skill levels and the instruments represented. For students in choose departmental small ensembles, students are expected to practice the assigned music individually and keep a log of their practices, attend all rehearsals, and participate in all concerts presented during the semester.

To register for the course, a student must contact the Chamber Music Performance Coordinator. Registration is for course number 291 to be signed by the Coordinator, the coach, and the student.

Class Format: partial credit fifth course

Requirements/Evaluation: evaluation based on preparation for weekly coaching

Extra Info: registration is through the music department

Prerequisites: permission of the Chamber Music Staff; enrollment limits will depend upon instructor availability

Enrollment Preferences: more advanced students, to be determined by audition as necessary

Enrollment Limit: 12

Dept. Notes: students should register for 291 for their first semester enrolled in this course. The number of students in each course would be limited to the numbers 292-298 for subsequent semesters

Distributional Requirements: Non-distribution

Fall 2016

LSN Section: 01  TBA  Instructor: Marjorie Hirsch

Spring 2017

LSN Section: 01  TBA  Instructor: Marjorie Hirsch

MUS 301(F) Modal Counterpoint

Counterpoint, the study of the ways independent melodic lines can be joined in music, has been essential to musical and compositional instruction for centuries. Counterpoint was taught by Mozart, studied by Beethoven, and to this day remains an integral part of compositional training. The course will introduce students to species counterpoint in two and three voices—exercises that develop discipline in polyphonic writing. The exercises will focus on the constraints of sixteenth-century vocal polyphony (music ofPalestrina and Lassus) but will illustrate how such contrapuntal discipline is also manifest in music of Corelli, Bach, Brahms and Debussy. The species exercises will lead to a final composition project, such as the emulation trio sonata in seventeenth-century style.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on written exercises and emulation projects

Extra Info: may not be taken on a pass/fail basis

Prerequisites: MUS 103 or permission of instructor

Enrollment Preferences: Music majors and those with previous music theory training

Enrollment Limit: 19

Expected Class Size: 12

Distributional Requirements: Division 1

Fall 2016

LEC Section: 01  MWF 09:00 AM 09:50 AM  Instructor: Ed Gollin

MUS 305T Jazz Ear Training Tutorial

This tutorial is designed for jazz performers, composers and arrangers who have taken Music 212 or 104b and who seek further work in the area of aural training. The focus of the tutorial will be on the development of advanced aural skills specific to the disciplines of jazz performance and arranging/composition. Its format will involve two weekly meetings. In the first, tutorial pairs will meet individually with the instructor to present transcriptions of approved improvised solos, which will be thoroughly notated and performed by the students. A critique of both the performance and notation of these transcription projects will be offered by the partnered students for one another, as well as by the instructor, with revisions and corrections incorporated into an edited performance for the entire class the following week. In the other weekly meeting, all of the tutorial pairs will meet jointly with the instructor in order to do group assignments involving sight-singing (both rhythmic and melodic), and advanced harmonic and melodic dictation. During these sessions the instructor will offer a critique of the past week’s performance, based on the following criteria: 1) notational technique, 2) observations relating to performance practice, 3) how such factors contributed to the evolution of the given soloists’ style, and, 4) historical significance of the given performance and its relationship to the overall evolution of the given performer’s personal voice.

Class Format: tutorial

Requirements/Evaluation: evaluation based on assessment of weekly assignments as described above
MUS 307(F,S) Composition III
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. This course is responsible for arranging performance of his/her own work.

Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: MUS 205T, 206T and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Distributional Requirements: Division 1

MUS 308(F,S) Composition IV
Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. This course is responsible for arranging performance of his/her own work.

Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

Prerequisites: MUS 205T, 206T and permission of instructor; 2 students per instructor for both courses (MUS 307, 308)
Distributional Requirements: Division 1

MUS 309 Jazz Arranging and Composition
This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with the quintet and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion, rehearsal and performance of original arrangements and/or compositions during the semester, to include at least one transcription of a recorded arrangement, one quintet or sextet arrangement, and one arrangement for big band. Performances by the Jazz Ensembles, as rehearsed and prepared by the students of this course, are also expected. Students must attend small ensemble rehearsals when work is being rehearsed, and end of semester small ensemble recital when their work is performed.

Class Format: weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed
Requirements/Evaluation: project based; students must participate in small ensemble rehearsals as necessary
Prerequisites: MUS 104B and permission of the instructor
Enrollment Preferences: Music Majors and Jazz Ensemble members
Enrollment Limit: 10
Expected Class Size: 3-5
Distributional Requirements: Division 1

MUS 310T Music Analysis: Music with Text (W)
The course explores the ways in which musical structure interacts with, can comment upon, and can influence one’s reading of a text set to music, and similarly, how texts set to music can exert influence upon and guide one’s understanding of the musical structure. Using scenes from Mozart operas and selected songs of the 19th and 20th centuries (by Schubert, Schumann, Brahms and Schoenberg), the course will examine the bearing specific aspects of a text (voice, person, time, alliteration, meter, and so forth) have upon the musical domain, and conversely, how musical structures have the ability to project or allegorize actions in the text. We will observe the often amazing ways composers of texted music use the tonal system to create musical desires—desires that may be fulfilled, withheld, delayed, redirected, and so forth, in ways that enhance, or enact the desires of characters in a drama or poem. In addition to the specific issues involving texted and dramatic works, the course will introduce the basic techniques and insights of linear analysis—one of the most profound developments in tonal analysis during the last century. Analysis assignments, based on the student’s close study of texted musical works, will offer the opportunity to apply these techniques. The course will also confront the difficult issue of writing about music and will help students define and clearly express ideas about music.
Class Format: tutorial; students will attend one weekly group lecture and one weekly tutorial
Requirements/Evaluation: evaluation will be based on five analysis essays/presentations and five critiques of another student’s analyses
Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option
Prerequisites: MUS 104
MUS 381 Choral Conducting

Choral conducting techniques will be developed through exercises and projects that encompass the many facets of this activity. Using the class as the primary practice choir, students will focus on conducting patterns applied to elements of interpretation, keyboard and vocal skills, issues of tuning and blend, rehearsal techniques, score study, and style and repertoire. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include a broad survey of works from the early Renaissance to early 21st century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.

Class Format: seminar/coaching sessions
Requirements/Evaluation: evaluation will be based on regular conducting assignments and final projects
Prerequisites: MUS 103 and 104
Enrollment Preferences: upperclass students
Enrollment Limit: 6
Expected Class Size: 4
Distributional Requirements: Division 1

MUS 382(F) Orchestral Conducting

This course will introduce and develop a broad range of subjects associated with conducting, including: leadership, rehearsal techniques, physical and aural skills, interpretation, performance practices, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may include conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course includes instrument demos, conducting videos and a trip to audit a private Boston Symphony rehearsal at Symphony Hall in Boston.

Class Format: seminar/lab
Requirements/Evaluation: evaluation will be based on class participation, irregular conducting assignments, midterm and final projects
Prerequisites: membership in a Music Department ensemble preferred, permission of instructor
Enrollment Preferences: Music department ensemble members/upperclass students
Enrollment Limit: 6
Expected Class Size: 2-4
Distributional Requirements: Division 1

MUS 391(F,S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment.

Class Format: individual instruction
Class Format: individual instruction
Extra Info: MUS 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student
Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by 4pm on the day prior to the first day of classes
Enrollment Preferences: intended for music majors; students must obtain the application and registration forms from the Music Department Office
Dept. Notes: music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"
Distributional Requirements: Division 1

MUS 392(F,S) Advanced Musical Performance

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment.

Class Format: individual instruction
Extra Info: MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student
Prerequisites: completed application, registration and instructor recommendation must be submitted by the instructor by 4pm on the day prior to the first day of classes
Enrollment Preferences: intended for music majors; students must obtain the application and registration forms from the Music Department Office
Dept. Notes: music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"
Distributional Requirements: Division 1

MUS 394(S) Junior Thesis: Music

This course involves independent study in history, theory of music or ethnomusicology, under the supervision of a member of the department, as preparation for the senior thesis.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis
Prerequisites: permission of department
Distributional Requirements: Division 1

MUS 472 Bach's Legacy (W)

This seminar, the culminating course in the music major, examines how composers used his music. We will explore the pertinence of Harold Bloom's theory of the venerated in the later Romantic era by Brahms and Busoni. Our main focus, however, will be on how composers of the modern era have viewed him and used his music. We will explore the pertinence of Harold Bloom's Theory of the "anxiety of influence" for understanding the ways in which contemporary classical composers ranging from Schoenberg and Webern through Peter Maxwell Davies and George Crumb engage Bach's music, and consider both
the musical techniques and meanings of reworkings and quotations of Bach's music in jazz and popular styles.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on several papers totaling at least 20 pages, presentations, and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents). MUS 201-202 and MUS 231and/or 233 highly recommended

**Enrollment Preferences:** senior Music majors

**Enrollment Limit:** 12

**Expected Class Size:** 8

**Distributional Requirements:**

- **Division 1 Writing Intensive**

**MUS 491(F,S) Advanced Musical Performance**

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons must be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment.

**Class Format:** individual instruction

**Extra Info:** MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student

**Prerequisites:** completed application, registration and instructor recommendation must be submitted by the instructor by 4pm on the day prior to the first day of classes

**Enrollment Preferences:** intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

**Dept. Notes:** music majors may register for a total of four semesters, non-majors may register for two semesters; the specific name of the project elected is to be specified after the title “Music Performance Studies”

**Distributional Requirements:**

- **Division 1**

**Fall 2016**

- IND Section: 01 TBA Instructor: Marjorie Hirsch

**Spring 2017**

- IND Section: 01 TBA Instructor: Marjorie Hirsch

**MUS 492(F,S) Advanced Musical Performance**

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons must be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment.

**Class Format:** individual instruction

**Extra Info:** MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student

**Prerequisites:** completed application, registration and instructor recommendation must be submitted by the instructor by 4pm on the day prior to the first day of classes

**Enrollment Preferences:** intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

**Dept. Notes:** music majors may register for a total of four semesters, non-majors may register for two semesters; the specific name of the project elected is to be specified after the title “Music Performance Studies”

**Distributional Requirements:**

- **Division 1**

**Fall 2016**

- IND Section: 01 TBA Instructor: Marjorie Hirsch

**Spring 2017**

- IND Section: 01 TBA Instructor: Marjorie Hirsch

**MUS 493(F) Senior Thesis: Music**

Music senior thesis. Required for all students approved for thesis work in music. Please refer to “The Degree with Honors in Music” for deadlines and other requirements.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** permission of department

**Distributional Requirements:**

- **Division 1**

**Fall 2016**

- HON Section: 01 TBA Instructor: Marjorie Hirsch

**MUS 494(S) Senior Thesis: Music**

Music senior thesis. Required for all students approved for thesis work in music. Please refer to “The Degree with Honors in Music” for deadlines and other requirements.

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** permission of department

**Distributional Requirements:**

- **Division 1**

**Spring 2017**

- HON Section: 01 TBA Instructor: Marjorie Hirsch

**MUS 497(F) Independent Study: Music**

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributional Requirements:**

- **Division 1**

**Fall 2016**

- IND Section: 01 TBA Instructor: Marjorie Hirsch

**MUS 498(S) Independent Study: Music**

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

**Class Format:** independent study

**Prerequisites:** permission of department

**Distributional Requirements:**

- **Division 1**

**Spring 2017**

- IND Section: 01 TBA Instructor: Marjorie Hirsch

**NEUROSCIENCE (DIV III)**

**Chair:** Professor HEATHER WILLIAMS

**Advisory Committee:** Professors: N. SANDSTROM*, H. WILLIAMS, B. ZIMMERBERG. Assistant Professors: M. CARTER, T. LEBESTKY. Visiting Assistant Professor: L. WILLIAMSON. Affiliated Faculty: A. HANE. Lecturer: M. MARVIN.

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, molecular biologists, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer’s disease and Parkinson’s disease, the use of noninvasive techniques for imaging the human brain such as PET scans and MRI, and the development of methods for repair of the damaged human brain such as the use of brain explants and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—and the behavioral outcomes of its activity requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

**THE PROGRAM**

The program in neuroscience consists of five courses including an introductory course, three electives, and a senior course. In addition, students are required to take two courses, Biology 101 and Psychology 101, as part of the program.

**Neuroscience (Neuroscience 201)** is the basic course and provides the background for other neuroscience courses. Ideally, this will be taken in the sophomore year. Either Biology 101 or Psychology 101 serves as the prerequisite. Electives are designed to provide in-depth coverage including laboratory experience in specific areas of neuroscience. At least one elective course is required from Biology (Group A) and one from Psychology (Group B). The third elective course may also come from Group A or Group B, or may be selected from other neuroscience-related courses upon approval of the advisory committee. Topics in Neuroscience (Neuroscience 401) is designed to provide an integrative culminating experience. Students take this course in the senior year.

**Required Courses**

- BiOL 101 The Cell
in neuroscience. Parkinson's disease, and addiction. The laboratory focuses on current topics in systems, consciousness and clinical disorders such as schizophrenia, autism, neurophysiology, development, learning and memory, sensory and motor systems, and homeostatic functions such as sleep, food intake, and thirst. We will explore these questions. We then consider the behavior of individuals, both as it is explained by evolutionary theory and as it is evaluated by the statistical methods used to test hypotheses. We will examine the roles played by genetically specified programs and non-genetic mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

**Class Format:** lecture/lab, six hours per week

**Requirements/Evaluation:** exam will be based on a lab practical, lab reports, hour exams and a final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 212 (same as PSYC 212 or NSCI 201) and BIOL 202 (or permission of instructor)

**Enrollment Preferences:** Biology majors; Neuroscience concentrators; Psychology majors

**Expected Class Size:** 24

**Dept. Notes:** does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:** Division 3

**Other Attributes:** COGS Interdepartmental Electives

**NSCI Group A Electives**

**Spring 2017**

**LEC Section:** 01 MWF 08:30 AM 09:45 AM Instructor: Heather Williams

**LAB Section:** 02 M 01:00 PM 04:00 PM Instructor: Heather Williams

**LAB Section:** 03 T 01:00 PM 04:00 PM Instructor: Heather Williams

**NSCI 310(F) Neural Development and Plasticity**

**Crosslistings:** BIOL 310/NSCI 310

Development can be seen as a tradeoff between genetically-determined processes and environmental stimuli. The tension between these two inputs is particularly apparent in the developing nervous system, where many events must be predetermined, and where plasticity, or altered outcomes in response to environmental conditions, is also essential. Plasticity is reduced as development and differentiation proceed, and the potential for regeneration after injury or disease in adults is limited; however some exceptions to this rule exist, and recent data suggest that the nervous system is not hard-wired as previously thought. In this course we will discuss the mechanisms governing mammalian nervous system development, from relatively simple nervous systems such as that of the fruitfly, to the more complicated nervous systems of humans, examining the roles played by genetically specified programs and non-genetic influences.

**Class Format:** lecture

**Requirements/Evaluation:** exams

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** BIOL 212 (same as PSYC 212 or NSCI 201) and BIOL 202 (or permission of instructor)

**Enrollment Preferences:** Biology majors; Neuroscience concentrators; Psych majors

**Expected Class Size:** 24

**Dept. Notes:** does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:** Division 3

**Other Attributes:** COGS Interdepartmental Electives

**NSCI Group A Electives**

**Fall 2016**

**LEC Section:** 01 MWF 10:00 AM 10:50 AM Instructor: Tim Lebestky

**LAB Section:** 02 M 01:00 PM 04:00 PM Instructor: Tim Lebestky

**LAB Section:** 03 T 01:00 PM 04:00 PM Instructor: Tim Lebestky

**NSCI 311 Neural Systems and Circuits**

**Crosslistings:** BIOL 311/NSCI 311

This course will examine the functional organization of the vertebrate brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections analyze sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the brain regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characteristics of neurons, and connectivity among brain systems. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

**Class Format:** lecture/lab, six hours per week

**Requirements/Evaluation:** class participation, laboratory notebooks and posters, hour exams and a final exam

**Prerequisites:** BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205

**Enrollment Preferences:** Biology majors and Neuroscience concentrators

**Expected Class Size:** 24

**Dept. Notes:** does not satisfy the distribution requirement in Biology

**Distributional Requirements:** Division 3

**Other Attributes:** NSCI Group A Electives

**Not Offered Academic Year 2017**

**LEC Instructor:** Matt Carter

**NSCI 312(S) Brain, Behavior, and the Immune System**
In all animals, the immune system is the body’s defense against the outside world. Immune function is strongly influenced by environmental and behavioral experiences, and the immune system has a dynamic relationship with the brain. We will study the interactions among the brain, behavior, and the immune system in models of health and disease. Specific topics to be examined include: immune cells and their signaling molecules, immune cells within the brain, sickness behaviors, learning and memory, nervous system development, multiple sclerosis, Alzheimer’s disease, and nervous system injury and repair. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

**Class Format:** seminar/lab

**Requirements/Evaluation:** presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Enrollment Limit:** 16

**Expected Class Size:** 16

**Distribution Notes:** meets Division 3 requirement if registration is under PSYC

**Distributional Requirements:**

Division 3

**Other Attributes:** NSCI Group B Electives

NSCI Empirical Lab Course

### Spring 2017

**LEC Section:** 01 M 07:00 PM 09:40 PM Instructor: Paul Solomon

**LAB Section:** 02 M 01:00 PM 04:00 PM Instructor: Paul Solomon

**NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology**

**Crosslistings:** PSYC 317/NSCI 317

Do your genes determine who you are? This course examines the relative contributions of nature (genetics) and nurture (the environment) that lead to individual differences in behavior. Modern neuroscience techniques have discovered new relationships between genes and behavior. Conversely, recent studies on the effects of social factors suggest critical environmental influences on the expression of these genetic determinants. This tutorial will explore the theoretical and empirical issues in animal models of behavioral epigenetics. Topics include child neglect, antisocial behavior, addiction, anxiety, risk-taking, empathy, and depression. Each tutorial pair will design and conduct an empirical laboratory project that will explore their own experimental question about the interaction of genes and environment in determining behavioral phenotypes.

**Class Format:** tutorial

**Requirements/Evaluation:** each week, students will either present an oral argument based on a 5-page position paper or respond to their partners’ paper; Weekly lab meetings will be held and empirical projects presented in a final poster session

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Enrollment Preferences:** Neuroscience concentrators and Psychology majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distribution Notes:** meets Division 3 requirement if registration is under PSYC

**Distributional Requirements:**

Division 3

**Other Attributes:**

NSCI Group B Electives

PHLH Biomedical Determinants of Health

PHLH Reproductive, Maternal and Child Health

PSYC Area 1 - Behavioral Neuroscience

PSYC Empirical Lab Course

SCST Related Courses

**Not Offered Academic Year 2017**

**TUT Instructor:** Betty Zimmerman

**NSCI 318(S) Image, Imaging, and Imagining: The Brain and Visual Arts**

**Crosslistings:** PSYC 318/INTR 223/NSCI 318

This course will study the intersections of neuroscience and art. The brain interprets the visual world and generates cognitive and emotional responses to what the eyes see. It is also responsible for creating mental images and then directing the artist’s motor output. We will first examine the neural mechanisms of how we perceive what we see. We will investigate how visual artists have used or challenged perceptual cues in their work. Understanding how the brain perceives faces will be used to analyze portraiture. We will consider the influence of neurological and psychological disorders on artistic work. We will examine neuroimaging studies questioning whether the brains of visual artists are specialized differently from non-artists. Finally, we will explore how contemporary artists are using brain images in their artwork, and how “outsider” artists have portrayed brain syndromes and mental states. Students will conduct an empirical laboratory project that will explore their own experimental question in response to the course material. The class will include field trips to local museums.

**Class Format:** seminar and empirical lab course

**Requirements/Evaluation:** evaluation will be based on presentations, participation in class discussions, and a poster presentation of the empirical project

**Extra Info:** satisfies one semester of Division III requirement may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Preferences:** Studio Art majors; Psychology majors and Neuroscience concentrators

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distribution Notes:** meets Division 3 requirement if registration is under PSYC

**Distributional Requirements:** Division 3

**Other Attributes:**

FMST Related Courses

NSCI Concepts, Topics Electives

PSYC Area 1 - Behavioral Neuroscience

PSYC Empirical Lab Course

**Spring 2017**

**SEM Section:** 01 TF 01:10 PM 02:25 PM Instructor: Betty Zimmerman

**LAB Section:** 02 TF 02:35 PM 03:50 PM Instructor: Betty Zimmerman
Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Course Option**

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distribution Notes:** meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI

**Distributional Requirements:**

- Division 2
- Writing Intensive

**Other Attributes:**

- NSCI Group B Electives
- PSYC Area 1 - Behavioral Neuroscience

**Spring 2017**

TUT Section: T1 TBA Instructor: Noah Sandstrom

**NSCI 347(S) Neurobiology of Emotion**

**Crosslistings:** BIOL 407/NSCI 347

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by experience, memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, FMRI imaging, knockout mouse studies, as well as new opt-genetic methods for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing and mood disorders.

**Class Format:** discussion, three hours per week

**Requirements/Evaluation:** evaluation will be based on class participation and several short papers

**Prerequisites:** BIOL 202 and 212; open to juniors and seniors

**Enrollment Preferences:** senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Department Notes:** does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:**

- Division 3

**Other Attributes:**

- BIMO Interdepartmental Electives
- NSCI Group A Electives

**Spring 2017**

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Tim Lebestky

SEM Section: 02 TR 11:20 AM 12:35 PM Instructor: Tim Lebestky

**NSCI 397(F) Independent Study: Neuroscience**

**Class Format:** independent study

**Distributional Requirements:**

- Division 3

**Fall 2016**

IND Section: 01 TBA Instructor: Heather Williams

**NSCI 398(S) Independent Study: Neuroscience**

**Class Format:** independent study

**Distributional Requirements:**

- Division 3

**Spring 2017**

IND Section: 01 TBA Instructor: Heather Williams

**NSCI 401(S) Topics in Neuroscience**

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are to evaluate original research and critically examine the experimental evidence for theoretical issues in the discipline. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included autism, depression, stress, neurogenesis, novel neuromodulators, language, retrograde messengers, synaptic plasticity, and learning and memory.

**Class Format:** seminar and tutorial meetings

**Requirements/Evaluation:** evaluation will be based on presentations, short papers, and a term paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** open only to seniors in the Neuroscience program

**Enrollment Limit:** 18

**Expected Class Size:** 14

**Department Notes:** required of all senior students in the Neuroscience program

**Distributional Requirements:**

- Division 3

**Other Attributes:**

- NSCI Required Courses

**Spring 2017**

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Lauren Williamson

**NSCI 493(F) Senior Thesis: Neuroscience**

Neuroscience senior thesis. Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Distributional Requirements:**

- Division 3

**Spring 2017**

HON Section: 01 TBA Instructor: Heather Williams

**NSCI 494(S) Senior Thesis: Neuroscience**

Neuroscience senior thesis. Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494)

**Distributional Requirements:**

- Division 3

**Fall 2016**

HON Section: 01 TBA Instructor: Heather Williams

**PERFORMANCE STUDIES**

Coordinator: Associate Professor SHINKO KAGAYA


The Performance Studies Program provides an opportunity to inhabit an intellectual place where the making of artistic and cultural meaning intersects with critical reflection on those processes. The program has as its primary goal the bringing together of those students and faculty engaged in the creative arts, i.e., studio art, creative writing, dance, film and video, music, and theater with those departments that reflect in part on those activities, e.g., Anthropology and Sociology, Art History, Classics, Comparative Literature, English, History, Music, Philosophy, Psychology, Legal Studies, Religion and Theatre. Central concepts and interactions to Performance Studies are: action, the body, presence, ritual, representation, race, ethnicity, gender, sexuality, politics, history and transcultural experience.

Performance Studies strongly suggests that interested students take the introductory course (LAT 330) and two of several recommended upper-level courses (AFR 305, AFR 400, ARTH 408, ARTH 461, LATS 375, WNY 310, or WNY 311).

Currently, the Program's status is as a program without a concentration. However, students can petition and obtain a Performance Studies Contract. Students are encouraged to do five things: 1) take the introductory course, which in 2009-10 is (LATS 330) Approaching Performance Studies; 2) take two advanced courses which utilizes critical theory in relation to performance, such as (AFR 305) The Hip-Hop Generation; (LATS 330) The Aesthetics of Resistance; (LATS 375) Performance and Its Traces; (WNY 310) Art, Space and the City; (WNY 311) Imagining New York City; (AFR 400) Race, Gender, Space; (ARTH 408) Contemporary Performance Art History: Space, Time, Action; (ARTH 461) Writing About Bodies; 3) try different artistic media, both in the curriculum and beyond; 4) produce projects that are a combination of art and performance with critical thinking about that process; and 5) prepare a portfolio of their work.

As a senior year project, the Performance Studies Program strongly recommends the assembling of a senior portfolio. Preparation of the portfolio should normally begin in the second semester of the junior year. It will be done...
under the supervision of a member of the advisory faculty and will be submitted in the spring of the senior year. What we suggest is that portfolios should draw on at least four projects or productions. They should show critical self-reflection on the creative processes, a comparison of the artistic media employed and also demonstrate performance criticism on the work of others.

Performance Studies Interdepartment Elective Courses
ARTH 324/WRIT 361/DRAM 361: Writing about Bodies
JAPN 276/COMP 278: Premodern Japanese Literature and Performance
THEA 104/COMP 104: Critical Approaches to Theatre and Performance
THEA 204: Acting II
THEA 236: Critical Theatre Making
THEA 250/ENGL 253/WGSS 250/COMP 247: Gender, Sexuality and the Modern Stage

PHILOSOPHY (DIV II)
Chair: Professor MELISSA BARRY


To engage in philosophy is to ask a variety of questions about the world and our place in it. What can we know? What should we do? What may we hope? What makes human beings human? These questions, in various forms, and others like them are not inventions of philosophers; on the contrary, they occur to most people simply as they live their lives. Many of us ask them as children, but later either ignore them, or accept answers we can live with. Philosophers, however, seek to keep such questions open, and to address them through reasoned discussion and argument, instead of accepting answers to them based on opinion or prejudice. The program in philosophy is designed to aid students in thinking about these issues, by acquainting them with influential work in the field, past and present, and by training them to grapple with these issues themselves. The program emphasizes training in critical, logical thinking and in effective writing. Philosophy courses center around class discussions and the writing of interpretive and critical essays.

MAJOR

Philosophy is a discipline with a long and intricate history, a history that remains an integral part of the disciple. In this way, it differs dramatically from the natural sciences: for example, although no contemporary physicists remains an integral part of the discipline. In this way, it differs dramatically from the natural sciences: for example, although no contemporary physicists courses have taken. Students should register for a directed study over their senior year winter study and work with an advisor on the paper revisions. A recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's work.

STUDY AWAY

The Williams-Exeter Programme at Oxford (WEPO): the first full Oxford philosophy tutorial will count as the equivalent of two full-semester philosophy courses at Williams. The second full Oxford philosophy tutorial will count as the equivalent of one full-semester philosophy course at Williams, for a total of three Williams philosophy courses. Courses must be pre-approved by the Chair of the Philosophy Department, who will also determine which, if any, courses will count towards the philosophy major distribution requirements.

Courses taken in other Study Away programs: Students may petition the Philosophy Department for credit for philosophy courses taken at their Study Away institution. They should consult with the department Chair before they complete the program. Final determinations will be made on the basis of the course syllabus and the quality of the student's written work for the course. Typically, courses taken while studying away will not fulfill distribution requirements for the philosophy major at Williams.

PHIL 104T(S) Philosophy and Tragedy (W)

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by reason; both, however, would make the prediction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians view the world as in which there is rarely any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians lead to a thoroughgoing nihilism according to which, for all of us, life and meaning are a matter of chance, but the next best thing is to die soon ("Aristotle's" Eudemus as quoted in Nietzsche's Birth of Tragedy; see also Sophocles' Oedipus at Colonus). Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. In this course, we will examine the philosophical works of Aeschylus, Sophocles and Euripides and will continue with Hume's The Tragedy of Tragedy. If possible, we will arrange to see a live performance of a Greek tragedy.

Class Form: tutorial
Requirements/Evaluation: 5 papers, 5 responses and a final paper in multiple drafts; each week one student will write a paper responding to the week’s readings and the other student will write a response to that paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; this tutorial is an appropriate first course in PHIL
Enrollment Preferences: first-year students
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2 Writing Intensive
Spring 2017
TUT Section: T1   TBA   Instructor: Keith McPartland

PHIL 109T Skepticism and Relativism (W)

Intellectually, we are ready skeptics and relativists. We doubt, we play out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, and the attempt to escape from foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will examine skeptical arguments, and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and the like. We will challenge the assumptions that skeptical and relativist positions are incompatible with respect to the truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughlygoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our

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class format:

requirements/evaluation:

extra info:

enrollment limit:

department notes:

phil 112 philosophy and human nature (w)

what, if anything, makes us human? are we fundamentally rational or spiritual? natural or constructed? can we change what and how we are? are we basically self-interested or other directed? what relevance does knowing our nature have to how we understand and arrange our ethical and political life? our happiness? how we educate our children? discipline and punishment? do men and women share one nature? is there a fundamental purpose to human life? can philosophers help us answer any of these questions today? or have philosophical accounts of nature been surpassed by those found in the natural and social sciences? in this course we will critically examine influential philosophical accounts of human nature found in the works of figures such as Plato, Aristotle, Confucius, Hume, Marx, Nietzsche, Freud, Rawls, Nozick and Foucault. readings from the natural and social sciences will also be included.

class format: discussion

requirements/evaluation:

frequent short papers (some graded, some p/f),

class participation

prerequisites: none

enrollment preferences: first-years and sophomores

enrollment limit: 19

semester: fall 2016

writing intensive

phil 114(f) freedom and society (w)

freedom is one of our fundamental values as americans. it is emphasized in our founding documents, and it occupies a central place in our contemporary political discourse. but do we ask: what is freedom? and why do we value it? in the first unit of this course, we will consider the relationship between freedom and social order. does society's laws limit our freedom in order to make us safe? or do laws somehow enhance or enable our freedom? we will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. we will then turn to some specific social forms in the second unit. we will ask whether they promote or preclude our freedom. we will read Adam Smith and Karl Marx on capitalism, and Simone de Beauvoir on gender.

class format: seminar

requirements/evaluation:

weekly reading response papers; take-home midterm and final exams

prerequisites: none

enrollment preferences: first-years and sophomores

enrollment limit: 19

semester: spring 2017

writing intensive

phil 115(f,s) personal identity (w)

through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. thus, the concept of person plays a significant role in most branches of philosophy: metaphysics, epistemology, moral and political philosophy, and of course in the philosophy of mind. conceptions of person are also equally important for scientific research programs (especially in psychology), for law, and for the arts (especially mime and arts). questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. the aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. some of the questions which we will discuss are: what is a person? how do i know that i am one? what constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? what makes me the particular person that i am, and how is my identity as this individual person preserved over time?

while addressing these questions through lectures and class discussions, the course will place special emphasis on developing students' intellectual skills in the following domains:

- close, analytical reading;
- recognizing, reconstructing and evaluating claims and reasons that support them;
- producing original ideas and arguments, orally and in writing;
- responding to the claims and arguments presented in texts and in class;
- writing clear, polished, well-argued papers.

class format: lecture/discussion

requirements/evaluation:

class attendance, preparedness and participation;

small group weekly meetings; weekly short writing assignments

prerequisites: none; open to first year students

enrollment preferences: freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

enrollment limit: 19

semester: fall 2016

writing intensive

phil 119 introduction to moral and political philosophy: plato with footnotes (w)

this course addresses a central question in practical philosophy: how should we live? the question has two parts: what is the best life for individuals? and what social and political arrangements make such a life possible? in attempting to answer these questions we will also engage related theoretical questions concerning what is real and how we have access to it.
We begin with readings from Plato's Republic—a seminal work in the history of philosophy that illustrates the inseparability of theoretical and practical questions and has exerted a powerful influence on nearly every subsequent attempt to answer these questions in the context of the Western philosophical tradition. While reading the Republic, we also consider some of the best of these attempts in the Western philosophical canon ("footnotes on Plato" by Aristotle, Hobbes, Kant, Mill, Nietzsche and others) and the challenges they present to Plato's conclusions.

Class Format: seminar
Requirements/Evaluation: six 2-page papers, two 5-page papers, presentations, participation
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-year students, prospective and actual majors
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement

PHIL 121(F,S) Truth, Goodness, and Beauty (W)

In our everyday lives, we routinely assume that our clocks can tell us the truth about what time it is, that committing murder is wrong, and that there are people, landscapes, and works of art that are beautiful. But we are also aware that people can and often do disagree about what is true, what is good or right, and what is beautiful. Should the fact of such disagreement lead us to conclude that truth, goodness, and beauty are in some basic sense relative to human beings, perhaps as individuals, perhaps as members of societies or cultures? Some philosophers defend such conclusions, but others argue that truth, goodness, and beauty are "objective," in some important sense, despite the fact that people disagree about them. This introductory course addresses these and related issues.

Class Format: seminar
Requirements/Evaluation: attendance, frequent short papers totaling about 30 pages, class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: first-year students and potential Philosophy majors
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement
Distributional Requirements: Division 2
Writing Intensive

PHIL 123(F,S) Objectivity in Ethics (W)

Is morality simply a matter of opinion? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with influential attempts to argue that there are objective moral facts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

Class Format: seminar
Requirements/Evaluation: participation in discussion; short response papers; four 5-page papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-years and sophomores and students who need to fulfill the logic requirement for the philosophy major
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement
Distributional Requirements: Division 2
Writing Intensive

PHIL 126 Paradoxes (W)

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there is a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand—I don't know what she wants with all this sand, but I'm starting to worry about that girl—there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong?

What have we here is an example of the sorites paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise exam paradox, paradoxes of material constitution, Newcomb's Probability, and the Prisoner's Dilemma.

Class Format: seminar
Requirements/Evaluation: several short writing assignments and a longer final paper
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement
Distributional Requirements: Division 2
Writing Intensive

PHIL 128(F,S) Utopias and Dystopias (W)

The touchstone of our course will be Plato's Republic: the first and perhaps greatest Utopia as well as perhaps the greatest work in political philosophy. We will prepare for the Republic by reading two Socratic dialogues: the Euthyphro and the Meno. After several weeks on the Republic we will turn to Shakespeare's last play: The Tempest. From there it is a natural transition to Aldous Huxley's Brave New World. We will continue with B. F. Skinner's Walden Two, and finish by comparing the dystopias of the first book and first film of The Hunger Games.

Class Format: seminar
Requirements/Evaluation: several short papers totaling at least twenty pages
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets 100-level PHIL major requirement
Distributional Requirements: Division 2
Writing Intensive

PHIL 201(F) History of Ancient Greek Philosophy

The development of a new and profoundly powerful philosophical conception. We will prepare for the Republic by reading two Socratic dialogues: the Euthyphro and the Meno. After several weeks on the Republic we will turn to Shakespeare's last play: The Tempest. From there it is a natural transition to Aldous Huxley's Brave New World. We will continue with B. F. Skinner's Walden Two, and finish by comparing the dystopias of the first book and first film of The Hunger Games.

Class Format: lecture/discussion
Requirements/Evaluation: short papers, possibly supplemented by one or more exams
Prerequisites: none; open to first-year students
Enrollment Limit: none
Expected Class Size: 20-40
Dept. Notes: Required course for Philosophy majors
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Distributional Requirements: Division 2

Fall 2016
SEM Section: 01  MWF 11:00 AM 11:50 AM  Instructor: Alan White

Spring 2017
SEM Section: 01  MWF 09:00 AM 09:50 AM  Instructor: Alan White

PHIL 201(F) History of Ancient Greek Philosophy

CrosstListings: PHIL 201/CLAS 203

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that some people are natural slaves. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato’s dialogues, examining Plato’s portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. We will then read some of Aristotle’s works on metaphysics, epistemology and ethics, considering some of the ways Aristotle’s thought responds to that of predecessors.

Class Format: lecture/discussion
Requirements/Evaluation: short papers, possibly supplemented by one or more exams
Prerequisites: none; open to first-year students
Enrollment Limit: none
Expected Class Size: 20-40
Dept. Notes: Required course for Philosophy majors
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Distributional Requirements: Division 2

Fall 2016
SEM Section: 01  MWF 12:00 PM 12:50 PM  Instructor: Steven Gerrard

Spring 2017
SEM Section: 01  MWF 12:00 PM 12:50 PM  Instructor: Steven Gerrard

PHIL 201(F) History of Ancient Greek Philosophy

CrosstListings: PHIL 201/CLAS 203

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Class Format: lecture/discussion
Requirements/Evaluation: short papers, possibly supplemented by one or more exams
Prerequisites: none; open to first-year students
Enrollment Limit: none
Expected Class Size: 20-40
Dept. Notes: Required course for Philosophy majors
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Distributional Requirements: Division 2

Fall 2016
SEM Section: 01  MWF 12:00 PM 12:50 PM  Instructor: Steven Gerrard

Spring 2017
SEM Section: 01  MWF 12:00 PM 12:50 PM  Instructor: Steven Gerrard
PHIL 202(S) History of Modern Philosophy
This course provides an introduction to Modern Philosophy of the 17th and 18th Centuries, with a focus on metaphysics and epistemology. Topics: What can we know through our senses? Can we know anything through reason alone? What is the nature of the mind? What is the nature of bodies? Are bodies independent of minds? Do bodies interact with other bodies? What are space and time? What can we know about God? Authors: Descartes, Locke, Berkeley, Leibniz, Hume, and Kant.

Class Format: lecture
Requirements/Evaluation: weekly papers plus midterm and final exams
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 30
Dept. Notes: Required course for Philosophy majors
Distributional Requirements: Division 2

Spring 2017
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Keith McPartland

PHIL 203(F) Logic and Language (Q)
Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein’s “Tractatus”), and to examine some of the connections between logic and philosophy.

Class Format: lecture/discussion
Requirements/Evaluation: a midterm, a final, frequent homework and problem sets
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 50-80
Distributional Requirements: Division 2
Quantitative/Formal Reasoning

Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Fall 2016
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructor: Joseph Cruz

PHIL 207(S) Contemporary Philosophy of Mind (W)
The philosophy of mind has been one of the liveliest and most active areas of philosophical inquiry over the last century, and it has taken a place at the center of the field. Part of the explanation for this is the rise of compelling scientific accounts of who and what we are. The question of whether the mind can be fully understood within a physicalist, materialist framework has taken on an exciting urgency. In this course we will investigate the mind/body problem, mental representation, the conceptual and nonconceptual content of mental states, and the nature of consciousness. Throughout we will attend to the relevant empirical literature.

Class Format: seminar
Requirements/Evaluation: weekly two page papers on focused topics and two 8- to 10-page papers
Prerequisites: at least one prior 100- or 200-level PHIL course
Enrollment Preferences: prospective Philosophy majors and Cognitive Science concentrators
Enrollment Limit: 19
Expected Class Size: 14
Distributional Requirements: Division 2
Writing Intensive

Other Attributes: COGS Interdepartmental Electives
PHIL Contemp Metaphysics & Epistemology Courses

Spring 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Steven Gerrard

PHIL 208 Philosophy of Education: DuBois versus Washington
At the beginning of the last century Booker T. Washington and W.E.B. DuBois engaged in a great debate about the nature of education. Their dispute raised some of the deepest questions in philosophy: consequentialism versus deontology, the goals of happiness versus dignity, long term versus short term goals, and more. We will begin with Washington's classic article "Industrial Education for the Negro" and DuBois' classic "The Talented Tenth." We will continue with J. S. Mill's Utilitarianism and Kant's Grundlegung der Metaphysik der Sitten, considering these books as works in the philosophy of education. We will read the great 20th century philosopher who saw education as the foundation of democracy: John Dewey. We will also study contemporary philosophers who have written on education, such as Martha Nussbaum and Cornel West.

Class Format: seminar
Requirements/Evaluation: short papers, longer final paper
Prerequisites: none

Enrollment Preferences: Philosophy majors and Africana Studies concentrators, then sophomores, then first-years
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Not Offered Academic Year 2017
SEM Instructor: Steven Gerrard

PHIL 209 Philosophy of Science
It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, and the changing ideas about scientific knowledge is progressive. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and rationality of science. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality which they erected. This course will naturally lead us to the relativists and social-constructionists whose views developed within the history of contemporary science and philosophy. Finally, we will consider some of the connections between science and proper approach to the study of science, which came to be known as “the science wars.”

Class Format: seminar with a short lecture component in each class
Requirements/Evaluation: class attendance, preparedness and participation; three short assignments; three 5 pages long papers, the last of which will be the final paper, due a week after the end of classes
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PHIL course, or declared major in a natural science, or permission of instructor
Enrollment Preferences: Philosophy majors and prospective majors
Enrollment Limit: 19
Expected Class Size: 10-15
Distributional Requirements: Division 2
Other Attributes: COGS Related Courses
PHIL Contemp Metaphysics & Epistemology Courses
SCST Elective Courses

PHIL 212 Ethics and Reproductive Technologies (W)
This course is an interdisciplinary survey of the ethical, legal, and public policy questions about the development and use of reproductive technologies. These technologies are currently undergoing rapid development, and their widespread use is raising significant and multifaceted ethical questions. Throughout this course, we will begin with a survey of the major reproductive technologies themselves, examining their biological, ethical, and public policy implications. We will then consider a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from considerations of "mendelian" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, (possibly) including pre-implantation genetic (diagnosis) (PGD), post-menopausal reproduction, post-mortem gamete procurement, reproductive cloning and embryo splitting, and in uterus medical interventions. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

Class Format: discussion
Requirements/Evaluation: active participation in class discussions, four to five short reflection papers, and two longer papers (5-10 pages)
Prerequisites: none, but introductory-level course in PHIL and/or WGSS highly recommended
Enrollment Preferences: Women's, Gender and Sexuality Studies majors
Enrollment Limit: 19
Expected Class Size: 19
Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2
Writing Intensive

Other Attributes: PHIL Contemporary Value Theory Courses
PHIL Bioethics + Interpretations of Health

Not Offered Academic Year 2017
Not Offered Academic Year 2017

PHIL 213(S) Biomedical Ethics (W)
Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first
portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," therapy vs. research, and enhancement vs. therapy. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: tutorial; students will meet with the professor in pairs for approximately one hour per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks.

Requirements/Evaluation: evaluation will be based on written work, on oral presentations of that work, and on oral critiques. Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.

Prerequisites: none
Enrollment Preferences: declared and prospective Philosophy majors and students committed to taking the tutorial
Enrollment Limit: 10
Expected Class Size: 10

Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
PHIL Contemporary Value Theory Courses
PHIL Bioethics + Interpretations of Health
SCST Elective Courses

Spring 2017
TUT Section: T1 TBA Instructor: Julie Pedroni

PHIL 216 Philosophy of Animals (W)
Crosslistings: PHIL 216/ENVI 216
This course will investigate the mental lives of non-human animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and moral inquiry. Topics will include animal minds and cognition, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, and pets and happiness.

Class Format: seminar
Requirements/Evaluation: four 4- to 6-page papers and one 10- to 12-page final paper
Prerequisites: none
Enrollment Preferences: students with at least one previous philosophy course
Enrollment Limit: 19
Expected Class Size: 19

Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
COGS Interdepartmental Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-A Group Electives
ENVP SC-B Group Electives
PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2017
SEM Instructor: Joseph Cruz

PHIL 220T Happiness (W)
According to Aristotle the ultimate good is happiness—everything we desire we desire for the sake of happiness. Yet what is it to be happy? Should we value other things (say justice or passionate commitment and curiosity) over happiness? Are happiness and pleasure the same thing? Is happiness an emotional or mental state or is it a social construct? What do the social and psychological sciences have to teach us about happiness? Philosophy? Is the happy life a life of virtue? Does being virtuous guarantee happiness? How important are honor, money, love, work, friendship and our connections to others to our happiness? In this tutorial we will read from ancient, modern and contemporary philosophical sources as well several relevant studies in the social sciences and positive psychology movement in order to engage questions concerning happiness.

Class Format: tutorial
Requirements/Evaluation: five 5-page papers and six 2-page papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option.
Prerequisites: none
Enrollment Preferences: students interested in philosophy and/or happiness
Enrollment Limit: 10
Expected Class Size: 10

Distributional Requirements:
Division 2
Writing Intensive

Not Offered Academic Year 2017
TUT Instructor: Jana Sawicki

PHIL 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: COGS 222/PHIL 222/PSYC 222
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 25
Expected Class Size: 25

Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements:
Division 2

Other Attributes:
PHIL Contemp Metaphysics & Epistemology Courses
PSYC 200-level Courses

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Joseph Cruz

PHIL 223(S) Philosophy of Sport
Sports: many of us (at Williams, in the US, throughout most of the world) play them, yet more of us watch them, and we invest not only our time but enormous amounts of money in them (we build sports arenas, not cathedrals; in 2013, in 40 of the 50 United States, the highest-paid public official was a football or basketball coach). Why do sports matter so much to us? Should they? The topics we consider in responding thoughtfully to these questions will include sports and health, sports and education, ethical issues in sports (including issues of class, gender, and race), and sports and beauty.

Class Format: lecture/discussion
Requirements/Evaluation: short writing assignments for most classes
Prerequisites: none
Enrollment Preferences: seniors, then juniors, then sophomores
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements:
Division 2

Spring 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Alan White

PHIL 225 Existentialism
What is Existentialism? Philosophers since Socrates have asked why a human life is worth living. Following Kant philosophers have considered freedom essential to a valuable life. How do existentialists differ? While Socrates and Kant maintain that reason is intrinsic to freedom and a worthwhile life, Existentialists hold our irrationality paramount. We will explore their treatments of anxiety, boredom, despair, religious pointless, pettiness, guilt, care, death, nausea, shame, sadism, and masochism. Authors will include Kierkegaard, Nietzsche, Heidegger, and Sartre.

Class Format: seminar
Requirements/Evaluation: four mid-length papers
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements:
Division 2

Other Attributes:
PHIL History Courses

Not Offered Academic Year 2017
SEM Instructor: Justin Shaddock

PHIL 227 Death and Dying (W)
In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and posthumous interests. In addition to key concepts of death, dying, and terminal illness, we will develop refined notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making.

Class Format: lecture/discussion
Requirements/Evaluation: class attendance and participation, periodic short essays (3 or 4 total, 2-3 pages each), two mid-length papers (5-7 pages each); possible experiential learning component
Prerequisites: none

Not Offered Academic Year 2017
TUT Instructor: Jana Sawicki

413
Enrollment Limit: 19
Expected Class Size: 10-15
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
PHIL Contemporary Value Theory Courses
PHIL Bioethics + Interpretations of Health

Not Offered Academic Year 2017
LEC Instructor: Julie Pedroni

PHIL 228(F) Feminist Bioethics (D) (W)
Crosslistings: PHIL 228/WGSS 228
In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we'll explore topics that might traditionally be considered "women's issues" in health care, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues. As a course offered under the Exploring Diversity Initiative, this class is designed to improve students' ability to recognize both the existence and the effects of gender disparities within the health care context, and in particular, how power and privilege within and beyond medicine contribute to gender inequalities in health and medical treatment. Moreover, students will theorize about ways of conceptualizing and of reforming health care interactions in order to reduce or eliminate those gender inequalities.

Class Format: lecture/discussion
Requirements/Evaluation: active participation in class discussions, two mid-length papers (7-10 pp. each), one oral presentation, and periodic short writing assignments (four or five, app. 2 pp. each)
Prerequisites: none, although previous coursework in WGSS is desirable
Enrollment Preferences: Women's, Gender and Sexuality Studies and Philosophy majors
Enrollment Limit: 19
Expected Class Size: 8-10
Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
AMST Critical and Cultural Theory Electives
JLST Interdepartmental Electives
PHIL Contemporary Value Theory Courses
PHIL Bioethics + Interpretations of Health

Fall 2016 LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Julie Pedroni

PHIL 229 19th Century Philosophy
This course provides an introduction to 19th Century Philosophy, with a focus on the distinctive theme of critique. We consider Hegel's criticisms of our natural conceptions of freedom and religion; Marx's criticisms of capitalism and its ideology; Kierkegaard's criticisms of aesthetic, ethical, and rational lives; Nietzsche's criticism of Christianity and its morality; and Freud's criticisms of civilization and religion. By comparing and evaluating these powerful and influential criticisms, we will be able to assess the tradition of philosophy in the 19th Century.

Class Format: lecture
Requirements/Evaluation: five papers of five to six pages
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
PHIL History Courses

Not Offered Academic Year 2017
LEC Instructor: Justin Shaddock

PHIL 231 Ancient Political Thought Crosslistings: PSCI 231/PHIL 231
The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites—and consequences—of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

Class Format: lecture/discussion
Requirements/Evaluation: three 7- to 8-page papers
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 25
Expected Class Size: 18
Distributional Requirements:
Division 2
Other Attributes:
PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Mark Reinhardt

PHIL 232(S) Modern Political Thought (W)
Crosslistings: PSCI 232/PHIL 232
This course is a chronological survey of major works of political theory from the 17th century to the present. We begin with Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. We'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues. As a course offered under the Exploring Diversity Initiative, this class is designed to improve students' ability to recognize both the existence and the effects of gender disparities within the health care context, and in particular, how power and privilege within and beyond medicine contribute to gender inequalities in health and medical treatment. Moreover, students will theorize about ways of conceptualizing and of reforming health care interactions in order to reduce or eliminate those gender inequalities.

Class Format: lecture/discussion
Requirements/Evaluation: four formal papers of 5-7 pages; brief informal writing tasks inside and outside of class
Prerequisites: none; open to all
Enrollment Preferences: Political Science majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
PHIL Contemporary Value Theory Courses

Spring 2017 LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Laura Ephraim

PHIL 235T Morality and Partiality: Loyalty, Friendship, Patriotism (W)
The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious and political communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect; it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people—such as friendships, familial ties, love, patriotism—seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?

Class Format: tutorial; tutorial pairs will meet with the instructor for one hour a week
Requirements/Evaluation: tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to first year students
Enrollment Preferences: Philosophy majors and then sophomores
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2017
TUT Instructor: Bojana Madenovic

PHIL 236(S) Contemporary Ethical Theory (W)
This course will be an in-depth exploration of central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? When should we give moral priority to our personal commitments, and why? Are there universal moral principles that apply to all cultures? Are we capable of disinterested altruism, or are we motivated solely
by self-interest? By which methods can we answer these questions? We will examine these and related issues by looking closely at two influential moral theories: consequentialism and deontological. While both have important historical roots — consequentialism in Mill and Sidgwick, deontology in Kant — we will focus on contemporary developments of these views. In the last few weeks, we'll examine contractualism, which outlines a different approach to these questions.

Class Format: seminar

Requirements/Evaluation: short response papers; an 8- to 10-page midterm paper; a 10- to 12-page final paper

Prerequisites: at least one PHIL course or permission of instructor

Enrollment Preferences: Philosophy majors

Enrollment Limit: 19

Expected Class Size: 10-15

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
ENV P SC-B Group Electives
JLST Theories of Justice/Law
PHIL Contemporary Value Theory Courses

Spring 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Melissa Barry

PHIL 241 Contemporary Metaphysics (W)

In this course, we will examine a number of issues in contemporary metaphysics. Possible topics include: realism and anti-realism, the problem of universals, the nature of necessity, causation, material constitution, the nature of time, personal identity, and freedom of the will. While we will be concerned to place our discussions of these issues in historical context, almost all of the reading for the course will consist in articles written by contemporary philosophers working in what is sometimes called the "analytic" tradition.

Class Format: lecture and discussion

Requirements/Evaluation: two long papers (at least one of which will be re-written), short response papers, and active participation in class

Prerequisites: one PHIL course; familiarity with formal logic helpful but not required

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2017

LEC Instructor: Keith McPartland

PHIL 244(F) Environmental Ethics (W)

Crosslistings: ENVI 244/PHIL 244

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: tutorial

Requirements/Evaluation: one 5- to 7-page essay every other week (6 in all) and carefully prepared oral responses to partners' essays in alternate weeks; evaluation will be based on essays, oral critiques, and quality of discussion

Extra Info: may not be taken on a pass/fail basis

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Enrollment Limit: 10

Expected Class Size: 10

Dept. Notes: meets Value Theory requirement only if registration is under PHIL

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
ENVI Humanities, Arts + Social Science Electives
ENV P TL Theory/Method Courses
ENV P-A Group Electives
ENV P-E Group Electives
ENV SC-A Group Electives
ENV SC-B Group Electives
EVST Culture/Humanity
PHIL Contemporary Value Theory Courses
SCST Elective Courses

Fall 2016

TUT Section: T1 TBA Instructor: Julie Pedroni

PHIL 271T Woman as "Other" (D) (W)

Crosslistings: PHIL 271/WGSS 271

At mid-century, Simone de Beauvoir, existential philosopher and perhaps the greatest feminist theorist of the twentieth century, described women as "living in a world where men compel her to assume the status of the Other." At the same time, Beauvoir asserts: "One is not born a woman, one becomes one." How, given their objectification, can women become subjects for themselves? Is authenticity even possible? Must the relation between self and other inevitably be one of objectification and domination? Is reciprocity and mutuality in self-other relations possible? In our efforts to deepen our understanding of these important philosophical questions, questions that have been at the center of social and political thought at least since Hegel introduced the dialectic of master and slave, we will engage in close readings of writings by Beauvoir (including autobiography and biography), as well as philosophers responding to her—Frantz Fanon, Luce Irigary and Judith Butler. This course has been designated EDI because it explores identity formation under conditions of inequality.

Class Format: tutorial; students will work in pairs

Requirements/Evaluation: each student will write/present orally a 5-page essay every other week; those not presenting essays will prepare oral critiques of partners' essays; evaluation based on written work, oral presentations of essays and critiques

Extra Info: may not be taken on a pass/fail basis

Prerequisites: one course in either PHIL or WGSS

Enrollment Preferences: current and prospective Philosophy and Women's, Gender and Sexuality Studies majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2

Exploring Diversity

Writing Intensive

Other Attributes:
AMST Critical and Cultural Theory Electives
PHIL History Courses
WGSS Theory Courses

Not Offered Academic Year 2017

TUT Instructor: Jana Sawicki

PHIL 272T Free Will and Responsibility (W)

In moral and legal decisions we hold people responsible for their deliberate actions. This practice seems justified as long as people are free to make the choices that they do. But which criteria must a decision meet in order to qualify as free? Clearly, a free decision must not be the result of external coercion. But must the decision also be free from any outside influence at all? If so then freedom may seem impossible, for we are all deeply influenced by external factors ranging from the general laws of nature to specifiable features of our genetic endowment and social environment including religion, political ideology, and advertising. These affect not only our particular choices but also, more fundamentally, who we are and what we value. Since it is undeniable that we are pervasively influenced by such forces, the real question is whether, and how, free choice is possible amidst all of these influences. In this course we will examine the best-known recent philosophical attempts to make sense of the nature of free will and responsibility. Since these issues have a direct bearing on which theory of legal punishment we should accept, we will also examine influential theories of punishment. Our focus will be on works by contemporary authors. Emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.

Class Format: tutorial; students meet with the instructor in pairs for roughly an hour each week

Requirements/Evaluation: each student will write a 5- to 6-page paper every other week and comment on his or her tutorial partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis

Prerequisites: at least one PHIL course, or permission of instructor

Enrollment Preferences: current and prospective Philosophy majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
JLST Theories of Justice/Law
PHIL Contemp Metaphysics & Epistemology Courses

Not Offered Academic Year 2017

TUT Instructor: Melissa Barry

PHIL 274T(S) Messing with People: The Ethics of Human Experimentation (W)

The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics, as well, such as the Willowbrook experiment, in which residents of a state home for mentally impaired children were intentionally infected with a virus that causes hepatitis, and the Kennedy-Krieger Lead Abatement study, which tested the efficacy of a new lead paint removal procedure by housing young children in partially decontaminated homes and testing those children for lead exposure. In this sophomore tutorial we'll closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern human subjects research. A number of
notions of exploitation and coercion, privacy and confidentiality, and the conceptual themes will emerge throughout the course of the term, including among other topics. Professors and majors committed to taking the tutorial

Class Format: seminar
Requirements/Evaluation: two short papers (5 pages) and one longer final paper (12-15 pages)
Prerequisites: PHIL 102
Enrollment Preferences: Philosophy majors, then seniors and juniors of any major
Expected Class Size: 12-15
Distributional Requirements: Division 2
Other Attributes: PHIL History Courses

PHIL 281T Philosophy of Religion (W)
Crosslistings: PHIL 281/REL 309
Our goal in this course will be to try to determine how far reason can justify belief in God. We will spend at least half of the semester examining the best-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, the argument from evil, and the argument from religious disagreement). For each one, we will first look at historically important formulations of the argument and then turn to contemporary reformulations. Our aim is to be able to evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. In the final section of the course, we will examine the relationship between god and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.

PHIL 281T Philosophy of Religion (W)
Crosslistings: PHIL 281/REL 309
Our goal in this course will be to try to determine how far reason can justify belief in God. We will spend at least half of the semester examining the best-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, the argument from evil, and the argument from religious disagreement). For each one, we will first look at historically important formulations of the argument and then turn to contemporary reformulations. Our aim is to be able to evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. In the final section of the course, we will examine the relationship between god and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.

PHIL 281T Philosophy of Religion (W)
Crosslistings: PHIL 281/REL 309
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PHIL 281T Philosophy of Religion (W)
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have been thought of as a kind of intellectual saint in the Hellenistic world. The stoics and skeptics both claimed a Socratic imprimatur for their own thought. Stoicism and skepticism, however, are wildly divergent schools of thought. How could proponents of each be claiming to follow in the footsteps of Socrates? We will read some representative works from each of these schools of thought to see how each approaches Socrates. If time permits, we may also discuss how Socrates' views may have been thought of as a kind of intellectual saint in the Hellenistic world. The more modern thinkers.

Prerequisites:

Enrollment Preferences: first-years and sophomores; some preference will be given to prospective Philosophy and Classics majors

Enrollment Limit: 10

Expected Class Size: 10

Notes: meets History requirement only if registration is under PHIL

Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: PHIL History Courses

Not Offered Academic Year 2017

TUT Instructor: Keith McPartland

PHIL 291T Violence: Its Trajectory and Its Causes (W)

This tutorial examines Steven Pinker's The Better Angels of our Nature. Why Violence Has Declined (2011). We focus first on the controversial theses that the two world wars and the Holocaust were not the most violent so far, and that, over the entire course of history, human beings have become decreasingly violent. We then return to the book's explanations of the factors it identifies as leading us to be violent—our "inner demons" and as curing our violence—our "better angels."

Class Format: tutorial

Requirements/Evaluation: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Philosophy majors and potential majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: JLST Interdepartmental Electives

PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2017

TUT Instructor: Alan White

PHIL 294T(S) Philosophy and Narrative Fiction (W)

Crosslistings: PHIL 294/COMP 294

What is it for a novel, a story, a play or a film to be a philosophical narrative? It is not enough for it merely to be about a character who happens to be a philosopher; nor is it just that philosophical positions are reviewed in the narrative, as in Gaarder's Sophie's World. In this class, we will try to answer this question by saying that a good philosophical novel does not serve philosophy but, on the contrary, tries to "get hold of a domain that (...) philosophy had kept for itself. There are metaphysical problems, problems of human existence, that philosophy has never known—problems that only the novel can seize." If Kundera is right, fictional narratives (such as novels) sometimes do the philosophical work that philosophy cannot do for itself. What kind of work is that, and how is it accomplished? Why can't argumentative prose—philosophers' preferred form of expression—clearly say, and moreover prove, what literature, theatre and film illustrate, show and display? One possible answer which we will examine is that, while many philosophers recognize that there are intimate connections between what we believe, feel and do, philosophical argumentation by its very nature appeals to belief alone; narrative art, by contrast, can simultaneously engage our reason, emotions, imagination and will, thus resulting not only in deepening our understanding, but also in transformation of the self.

To properly address a number of interrelated questions concerning philosophy in literature and film, and philosophical problems of meaning, interpretation and evaluation of narrative fiction, we will discuss both narrative works of art and theoretical approaches to their analysis. We will consider the ways in which narrative fiction both refashions and engages its surrounding in philosophical reflections on personal identity, nature of the self, interpersonal relationships, memory, time, human existence, freedom, and the meaning in life. The choice of literary works and films to be discussed will to some extent depend on students' interest. Most of the authors will come from this list, however: Sartre, de Beauvoir, Kafka, Dostoevsky, Thomas Mann, Camus, Eco, Kundera, Borges, Charlie Kaufman, Bergman, Tarkovsky, Resnais, Kurosawa, Bunuel, Kubrick, Godard, Visconti and Guillermo del Toro. The theoretical aspect of the course will involve close readings of selected articles in contemporary aesthetics, philosophy of literature and philosophy of film.

Class Format: tutorial

Requirements/Evaluation: weekly film screenings on Monday nights (7-10 pm), tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the papers of the tutorial partner

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: students who can demonstrate informed interest in the course and who can commit the time that the course will require

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: FMST Core Courses

Spring 2017

TUT Section: T1  M 07:00 PM 09:40 PM  Instructor: Bojana Mladenovic

PHIL 295 Philosophy of Film and Film Theory (W)

Crosslistings: PHIL 295/COMP 295

Philosophy of film is a relatively young, but very rich and rapidly growing field. Its central question—What is film?—has been framed in many different ways; naturally, the answers to that question, and the theoretical assumptions that underlie the answers, differ as well. This course will offer a selective overview of the debates that characterized philosophy of film since the early 20th century. Starting with early film theorists (such as Munsterberg, Arnim, Bazin, and Soviet formalists), we will examine how their insights and disagreements influenced later developments in continental and analytic philosophy of film, and in film theory. While looking at film as art, as commodity, and as entertainment, we will always keep in sight specific theoretical assumptions that underlie different understandings of film, and different critical approaches to the medium. Some of the questions we will ask are: What is the nature of filmic representation? Does film adequately capture reality as no other art does? Is it advancement of our thinking and increase our knowledge of the world? Or is it a supreme illusion, a dreamlike escape, the domain in which the viewer's unconscious wishes are magically fulfilled? How does film generate meaning? Is film a creation of a single artist - the director, the author - or is it a result of a loosely synchronized and not quite coherent collaboration of many different people, each guided by her or his particular vision? Is there a room for the notion of collective intention in filmmaking? What is the nature of audience's response to film? Why do we seek to experience through film forms and conditions that we avoid in our daily lives? Are there ethical considerations that should govern both film production and spectatorship? Finally, is there a reason for philosophy of film and film theory to exist as a separate field? Is philosophy of film really autonomous, independent from traditional philosophical disciplines which help generate its central questions, such as aesthetics, philosophy of art, epistemology, ontology, semiotics, ethics, social and political philosophy? Is film today really distinct from a number of new, emerging visual media? How should we think about the boundaries and methods of theorizing about film?

Class Format: seminar

Requirements/Evaluation: this is a reading, writing & viewing intensive class; evaluation will be based on class participation, 5 short response papers (about 800 words each), & 2-5 page long papers

Extra Info: the second of which will be due after the end of classes; class attendance and Tuesday evening film screenings are mandatory and may not be taken on a pass/fail basis

Prerequisites: none; open to first year students

Enrollment Preferences: Philosophy majors and intended majors; students especially interested in film; and by seniority

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: FMST Core Courses

PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Bojana Mladenovic

PHIL 301 Textual Meaning and Interpretation (W)

Early philosophy of language focused on meaning of assertions, denials and descriptions. However, this approach is too narrow, since people use language to do a myriad of things: to ask, demand, promise, praise, blame, threaten, command, insinuate, evoke, express feelings, and sometimes just to play. The philosophical study of what we do in language, and how we understand one another, is called pragmatics; within the analytic tradition, the main philosophical contributions to the study of pragmatics in language came from Peirce, Wittgenstein, Austin, Grice and Searle. Other philosophers and literary theorists have used some of their ideas recently to throw light on the nature of textual meaning and the interpretation of literary texts. We shall first explore the salient features of the pragmatic approaches to language, paying special attention to Austin's notion of illocutionary force and Grice's notion of non-natural meaning. We will then examine how these notions may be exploited in the consideration of various long-standing issues in the theory of literary interpretation. We will discuss the importance of specific genre
conventions and broader contextual matters to the interpretation of literary texts (along the lines suggested by Quentin Skinner); the possibility of using conventions and broader contextual matters to the interpretation of literary surrounding the intentional fallacy (the alleged result of invoking authorial intention to determine textual meaning).

Class Format: seminar
Requirements/Evaluation: class participation, 10 short weekly response papers, and 2 longer (5-7 page) papers
Prerequisites: PHIL 102 or 103; open to all students
Enrollment Preferences: Philosophy majors
Enrollment Limit: 19
Expected Class Size: 5-12
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: FMST Related Courses

PHIL 304 Philosophy of Language (W)
This will be a course in the philosophy of language at it has developed over the past century and a half in the analytic tradition. We will narrow our focus even further and will concentrate primarily on meaning, reference and truth. What sorts of things can be true or false? We ordinarily claim that sentences are true or false, but are there other entities whose truth and falsity explains the truth and falsity of sentences? If there are such things—we'll call them propositions—what are they like? If there aren't such things, how do we characterize meaningfulness instead? What is it for a sentence or a proposition to be true? We think that there is a difference between a linguistic object's being meaningful and its having a referent. For example, many people would agree that 'Keith's favorite unicorn' is a meaningful expression. However, few (haters gonna hate) would say that the expression has a referent. It is difficult, however, to get clear on the relation between the meaning of an expression and its reference. We'll try to make some progress on these issues. Our study will definitely include Frege, Russell, Quine, Searle, and Kripke.

There will be a series of short response papers in which you provide a careful analysis of particular arguments in our texts. There will also be a midterm paper (roughly 10 pages) and a final paper (roughly 15 pages) which you will develop and revise in consultation with the instructor. It will be very helpful, though not absolutely necessary, for you to have some familiarity with logic and some experience in reading philosophy.

Class Format: seminar
Requirements/Evaluation: short response papers, midterm paper (10pp), final paper (15pp)
Prerequisites: previous philosophy course and familiarity with logic suggested
Enrollment Preferences: Philosophy majors
Enrollment Limit: 19
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

PHIL 305 Existentialism and Phenomenology (W)
According to Jean-Paul Sartre, the only philosopher to ever refer to himself as an "existentialist," existence precedes essence. What is essential to human being is not any fixed set of characteristics, but rather what a human being becomes and how it defines and creates itself under conditions it does not choose. In this course, we address key themes and figures from two of the most influential movements in twentieth century European philosophy, namely, existentialism and phenomenology, a philosophical approach to which existentialism is indebted. We will discuss major works (philosophical, literary, visual) by such figures as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Maurice Merleau-Ponty, and Richard Wright. Ingmar Bergman and Jean-Luc Godard. We will raise questions concerning the task of philosophy, the structure and meaning constituting function of consciousness, the relationship between self and other, the mind-body relationship, freedom, authenticity, and absurdity.

Class Format: seminar
Requirements/Evaluation: short critical response papers, occasional short class presentations based on outlines of the text, and three 5- to 6-page papers; students will be required to re-write one of the three papers in lieu of a final exam
Prerequisites: PHIL 101 or 102 or 240 or 271T or 304T or permission of instructor
Enrollment Preferences: majors and those considering a major in Philosophy
Enrollment Limit: 19
Expected Class Size: 10-15
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives

PHIL 306 The Good Life in Greek and Roman Ethics (W)
Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy introduced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his Republic. We will then turn to Aristotle's Nicomachean Ethics. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's On the Ends of Good and Evil. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.

This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Class Format: seminar
Requirements/Evaluation: several short response pieces. A final paper of 10-15 pages
Extra Info: may not be taken on a pass/fail basis
Enrollment Preferences: seniors & students who can demonstrate an interest in the subject matter of the class; there will not be any preference purely on the basis of major; final selection for the course will be made on the basis of an interview with the instructor
Enrollment Limit: 9
Expected Class Size: 9
Distribution Notes: meets Division 1 requirement if registration is under CLAS; meets Division 2 requirement if registration is under PHIL
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL History Courses

PHIL 308 Wittgenstein's "Philosophical Investigations"
Bertrand Russell claimed that Ludwig Wittgenstein was "perhaps the most perfect example I have ever known of genius as traditionally conceived—passionate, profound, intense, and dominating." Wittgenstein's two masterpieces, the Tractatus Logico-Philosophicus and the Philosophical Investigations, stand like opposing poles around which schools of twentieth-century analytic philosophy revolve. The Wittgenstein of the Tractatus is known as the "earlier Wittgenstein," the Wittgenstein of the Investigations is known as the "later Wittgenstein." This course is an intensive, line-by-line study of the Investigations—one of the greatest (and thus, one of the most controversial) books in the history of philosophy. Aside from its overwhelming influence on 20th and 21st century philosophy and intellectual culture, any book which contains the remark, "if a lion could talk, we could not understand him," deserves serious attention.

Class Format: seminar
Requirements/Evaluation: one short midterm paper (5-7 pages) and one longer final paper (12-15 pages)
Prerequisites: PHIL 102
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements: Division 2

PHIL 310T Wittgenstein's Later Philosophy (W)
Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published Philosophical Investigations, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's Philosophical Investigations, one of the greatest books ever written. In the second part of the course, we will read On Certainty, and selections from other of Wittgenstein's posthumously published works: Zettel, Philosophical Grammar, Remarks on the Philosophy of Psychology, Culture and Value, Lectures and Conversations on Aesthetics, Psychology and Religious Belief, and The Big Typescript.
Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism, and especially, the methods and nature of philosophy.

**Class Format:** tutorial
**Requirements/Evaluation:** tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner
**Extra Info:** may not be taken on a pass/fail basis
**Prerequisites:** PHIL 200
**Enrollment Preferences:** Philosophy majors, intended majors, and students who can demonstrate both a strong interest in latter Wittgenstein and capacity for careful, close reading of texts
**Enrollment Limit:** 10
**Expected Class Size:** 10
**Distributional Requirements:**
- Division 2
- Writing Intensive
**Other Attributes:** PHIL History Courses

**Not Offered Academic Year 2017**
**TUT Instructor:** Bojana Mladenovic

**PHIL 312(S) Philosophical Implications of Modern Physics (Q)**

**Crosslistings:** PHYS 312/PHIL 312

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply odd with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Class Format:** lecture
**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper
**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in physics or a 100-level course in physics
**Enrollment Preferences:** Philosophy majors and Physics majors
**Enrollment Limit:** 20
**Expected Class Size:** 20
**Distribution Notes:** meets the Division 2 requirement if registration is under PHIL. Division 3 requirement if registration under PHYS
**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning
**Other Attributes:** PHIL Contemp Metaphysics & Epistemology Courses

**Spring 2017**
**LEC Section:** 01 TR 11:20 AM-12:35 PM Instructors: William Wootters, Keith McPartland

**PHIL 315 Kant's "Critique of Pure Reason"**

Kant's *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the Critique with the help of some secondary literature.

**Class Format:** seminar
**Requirements/Evaluation:** students will be required to participate actively in discussion and write a number of papers
**Prerequisites:** PHIL 202
**Enrollment Preferences:** Philosophy majors
**Enrollment Limit:** 15
**Expected Class Size:** 10
**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PHIL History Courses

**Not Offered Academic Year 2017**
**SEM Instructor:** Justin Shaddock

**PHIL 320 Recent Continental Feminist Theory: The Enlightenment and its Critics (D)**

**Crosslistings:** PHIL 320/WGSS 321

This course explores developments in recent feminist thought influenced by philosophical currents in France and Germany (poststructuralism and critical theory.) Depending upon the year in which the course is offered, we explore topics such as the self and society, sexual difference, embodiment, critiques of reason, the psyche, new materialist theories, queer feminism, and transnational feminism. We will read from works by authors such as the following: Sandra Bartky, Iris Young, Judith Butler, Elizabeth Grosz, Luce Irigaray, Jessica Benjamin, Gayle Rubin, Rosi Braidotti, Eve Sedgwick, Lyne Huffer, Sara Ahmed, Jaister Piur, and Wendy Brown. Fiction and film may also be included.

**Class Format:** seminar
**Requirements/Evaluation:** some of the following: frequent short essays, two or three 4- to 5-page essays, class presentations, or a final project in lieu of one of the papers; students in the class will be consulted about alternatives to this plan
**Prerequisites:** WGSS 101, and a second course in WGSS, or permission of instructor
**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors and Philosophy majors
**Enrollment Limit:** 10
**Expected Class Size:** 8-10
**Depart. Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL
**Distributional Requirements:**
- Division 2
- Exploring Diversity
**Other Attributes:**
- WGSS Theory Courses

**Not Offered Academic Year 2017**
**SEM Instructor:** Jana Sawicki

**PHIL 321T Critical Theory: The Enlightenment and its Critics (D) (W)**

**Crosslistings:** PHIL 321/WGSS 322

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed?

In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory. In the 20th century, possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze. Georgia Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism.

Although we will not directly address diversity issues except insofar as cultural, racial, class, sexual and other differences are bound up within power or domination relations, insofar as the course examines social and political power, oppression and domination, and the possibility or viability of the idea of human emancipation it meets the EI requirement. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.

**Class Format:** tutorial, students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** each student will write and present a 5- to 6-page paper every other week and a commentary on his or her partner's essay on alternate weeks;

**Extra Info:** evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings may not be taken on a pass/fail basis

**Prerequisites:** demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy
**Enrollment Preferences:** current and prospective Philosophy majors and students with a sufficient background in political or critical theory
**Enrollment Limit:** 10
**Expected Class Size:** 10
**Distributional Requirements:**
- Division 2
- Writing Intensive
**Other Attributes:**
- PHIL History Courses
- WGSS Theory Courses

**Not Offered Academic Year 2017**
**TUT Instructor:** Jana Sawicki

**PHIL 322T Hume's "Treatise of Human Nature" (W)**

Hume's *A Treatise of Human Nature*, one of the greatest books in the history of philosophy, still exerts a considerable influence on contemporary epistemology, metaphysics, philosophy of science, philosophy of action, ethics and moral psychology. Unfortunately, the relevance of Hume's ideas and arguments for particular philosophical disciplines has too often led to a piecemeal reading of his work: the three books of Treatise ("Of the Understanding," "Of the Passions" and "Of Morals") are typically considered in isolation from one another. Epistemologists don't seem to think that Hume's account of human psychology, morality and taste can in any way illuminate his treatment of skepticism and natural belief, while moral philosophers often neglect Hume's conclusions about the limits of our knowledge in analyzing his conception of motivation, action, obligation and virtue. In contrast with this interpretive tendency, this tutorial will focus on Hume's science of human nature—his philosophical project in Treatise—and cultivate the discussion of different philosophical issues and arguments in light of this general aim of the work as a whole.

We will start by situating Hume's project within the historical tradition in which he thought and against which Treitse was directed. For clarification of discussion of the points made in Treatise, we will read parts of Hume's later works, especially the two Enquiries. Our reading of Hume will be
supplemented by historical and interpretive essays on his work. Throughout the course, our focus will be on three broad issues: Hume’s conception of theoretical rationality, his conception of practical rationality, and his views about the role and relevance of non-rational (on some readings, irrational) elements in a good life of a wise person. 

**Class Format:** tutorial; one-two hour long seminar meeting in the first week of classes; in subsequent weeks, tutorial pairs will meet with the instructor for 75 minutes a week, and each week will visit the tutorial partner's paper on alternate weeks; in the last week of classes, all students will write a paper and comment on the tutorial partner's paper.

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** PHIL 202 and two other PHIL courses; or permission of instructor

**Enrollment Preferences:** Philosophy majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**

**Class Format:** lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and small group discussion.

**Requirements/Evaluation:** students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts

**Prerequisites:** PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary

**Enrollment Preferences:** upper-level Philosophy and Classics majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under PHIL; meets Division 1 requirement if registration is under CLAS

**Distributional Requirements:**

**Writing Intensive**

**Other Attributes:**

PHIL History Courses

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**PHIL 327T Foucault (D) (W)**

**Crosslistings:** PHIL 327/WGSS 327

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates in contemporary philosophy on the nature of knowledge and rational belief. Epistemologists seek answers to the following kinds of questions: When is it rational to have a particular belief? What is knowledge (as opposed to mere opinion)? In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief? What, if anything, justifies our scientific knowledge? These questions are typically asked within a framework where the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the provinces of philosophy, using traditional a priori methods. Others maintain that these questions will only yield to methods that incorporate our broader insight into the nature of the world including, perhaps, feminist thought or science. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question.

**Class Format:** tutorial

**Requirements/Evaluation:** each student will write a 5- to 6-page paper every other week (6 in all) and comment on his or her tutorial partner's paper in class. Extra Info: may not be taken on a pass/fail basis

**Prerequisites:** at least two courses in PHIL or WGSS, or permission of instructor

**Enrollment Preferences:** current or prospective Philosophy majors

**Enrollment Limit:** 10

**Expected Class Size:** 6-10

**Department Notes:** meets Division 1 requirement only if registration is under PHIL

**Distributional Requirements:**

Division 2

**Writing Intensive**

**Other Attributes:**

AMST Critical and Cultural Theory Electives

PHIL History Courses

WGSS Theory Courses

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**PHIL 328(F) Kant's Ethics**

Although Kant initially planned for his magnum opus to comprise theoretical and practical chapters, his metaphysics and epistemology take up all of his Critique of Pure Reason while his ethics spread out over a series of works—Groundwork of the Metaphysics of Morals, Critique of Practical Reason, and Religion within the Boundaries of Mere Reason. These latter writings of Kant's had a tremendous influence on the development of subsequent moral philosophy and indeed set the stage for contemporary discussions of the nature of practical reason, motivation, freedom, and morality. Our seminar will have two aims: (1) to reconstruct the single most compelling moral theory from Kant's various ethical writings, and (2) to trace the influence of Kant's ethics in contemporary philosophy. Some of today's leading Kantian moral philosophers will visit our seminar to aid us in these tasks.

**Class Format:** seminar

**Requirements/Evaluation:** weekly reading-response essays, a 6- to 8-page midterm paper and a 10- to 12-page final paper

**Prerequisites:** a prior course in Philosophy (either at the 100-level, 201, or 202) or permission of the instructors

**Enrollment Preferences:** preference to Philosophy majors

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:**

Division 2

**Writing Intensive**

**Other Attributes:**

PHIL History Courses

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**PHIL 330 Plato (W)**

**Crosslistings:** PHIL 330/CLAS 330

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Sophist, and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

**Class Format:** lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and small group discussion.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers), oral presentations of that work, and on oral critiques

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** at least two courses in PHIL or WGSS, or permission of instructor

**Enrollment Preferences:** current or prospective Philosophy majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**

Division 1

**Writing Intensive**

**Other Attributes:**

COGS Interdepartmental Electives

PHIL Contemp Metaphysics & Epistemology Courses

TEAC Related Courses

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**PHIL 331T Contemporary Epistemology (W)**

Epistemology is one of the core areas of philosophical reflection. In this course, we will study the literatures of modern and contemporary philosophy on the nature of knowledge and rational belief. Epistemologists seek answers to the following kinds of questions: When is it rational to have a particular belief? What is knowledge (as opposed to mere opinion)? In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief? What, if anything, justifies our scientific knowledge? These questions are typically asked within a framework where the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the provinces of philosophy, using traditional a priori methods. Others maintain that these questions will only yield to methods that incorporate our broader insight into the nature of the world including, perhaps, feminist thought or science. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question.

**Class Format:** tutorial

**Requirements/Evaluation:** each student will write a 5- to 6-page paper every other week (6 in all) and comment on his or her tutorial partner's paper in class. Extra Info: may not be taken on a pass/fail basis

**Prerequisites:** at least one upper-level PHIL course or permission of instructor

**Enrollment Preferences:** current and prospective Philosophy majors

**Enrollment Limit:** 15

**Expected Class Size:** 6

**Distributional Requirements:**

Division 2

**Writing Intensive**

**Other Attributes:**

PHIL History Courses

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**PHIL 332 Aristotle's Metaphysics (W)**

**Crosslistings:** PHIL 332/CLAS 332

In this course we will study Aristotle's *Metaphysics* concentrating on books gamma-theta. Aristotle sets out to study being qua being, or what is insofar as it is. The thoughts that Aristotle expounds in these books are instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.

**Class Format:** seminar

**Requirements/Evaluation:** discussion leadership, weekly short papers, term paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** PHIL 201, CLAS 203
PHIL 334 Greats in Moral Philosophy (W)
Crosslistings: PHIL 334/CLAS 334
Most thoughtful human beings spend a good deal of time musing about how we ought to live. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. While ancient scientific theories and the philosophical systems constructed in accordance with these theories might be of interest only to scholars of the ancient world, the moral philosophy produced in Greece and Rome remains as relevant today as it was when it was written. In this course, we will closely examine several central ethical theories from the ancient world, reading several of Plato's early dialogues and the entirety of his Republic. We will then turn to Aristotle's Nicomachean Ethics, as well as selections from his Eudemian Ethics, Magna Moralia and Politics. Finally we will examine some central texts in the Stoic and Epicurean traditions, as well as some of Cicero's contributions to moral philosophy. We will pay special attention to how different thinkers conceive of the nature of happiness, the nature of virtue, and the relation between the two. We will also spend a good deal of time thinking about the moral psychology of the thinkers we read. 
Class Format: seminar
Requirements/Evaluation: several short response pieces, two 10-page papers which will involve substantial revision in light of instructor feedback, active participation in seminar meetings
Prerequisites: PHIL 221 or permission of instructor
Enrollment Preferences: Philosophy and Classics majors
Enrollment Limit: 15
Expected Class Size: 10-15
Distribution Notes: meets Division 2 requirement if registration is under CLAS; meets Division 1 requirement if registration is under PHIL. 
Distributional Requirements: 
Writing Intensive
Other Attributes: PHIL History Courses

PHIL 337T Justice in Health Care (W)
PHIL 337T Renegotiating Subjectivity with Foucault and Deleuze (W)
PHIL 340T(S) Locke and Leibniz (W)
Prerequisites: at least one previous course in philosophy and/or Critical theory
Enrollment Preferences: Philosophy majors/Critical Theory majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: 
Division 2
Writing Intensive
Not Offered Academic Year 2017

PHIL 337T Justice in Health Care (W)
Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice within the health care context. This will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform, which may itself include an analysis of the Affordable Care Act; justice in health care rationing, with particular attention to the relationship between rationing criteria and gender, race,* disability, and age; justice in the procurement and allocation of organs for transplantation; AIDS and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in less developed countries. 
Class Format: tutorial
Requirements/Evaluation: evaluations will be based on written work, oral presentations of that work, and on oral critiques
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Philosophy majors, students in the Public Health Program, and students committed to taking the tutorial
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: 
Not Offered Academic Year 2017

PHIL 338 Contemporary Metaethics (W)
We often speak as if moral judgments can be true or false, warranted or unwarranted. But how should objectivity in this domain be understood? Is moral objectivity like scientific objectivity, assuming we have a clear sense of what that involves? If not, should that concern us? Are there other models for understanding moral objectivity besides science? While answers to such questions are implicit in historically important accounts of morality, these issues became the topic of explicit, sustained debate in the twentieth century. Our focus will be on recent influential work in this area. We will examine several different approaches in depth, including realism, constructivism, expressionivism, and skepticism. 
Class Format: seminar
Requirements/Evaluation: short response papers, midterm paper, final paper, attendance and participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: two courses in PHIL (including one of the following: a 100-level course, PHIL 201, or PHIL 292)
Enrollment Preferences: Philosophy majors and those considering the Philosophy major
Enrollment Limit: 15
Expected Class Size: 5-15
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses
Not Offered Academic Year 2017

PHIL 339 Mind and World
We will consider a series of debates in 20th Century Analytic Philosophy concerning the relationship between the mind and the world. Questions include: Does the world decide the truth and falsity of all our beliefs? Or are some of our beliefs true in virtue of their meanings alone? Do our beliefs have their meanings one-by-one? Or can meaning be allocated only to entire sets of beliefs? Could the world be made up of sensory properties only? Or, must sensible properties be organized spatiotemporally? Must they inhere in substances? How do our thoughts refer to objects? How does our experience justify our beliefs?
Class Format: seminar
Requirements/Evaluation: five papers of six to eight pages
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 10
Distributional Requirements: Division 2
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

PHIL 340T(S) Locke and Leibniz (W)
Modern philosophy centers on two debates: Empiricism vs. Rationalism and Realism vs. Idealism. Locke is the first great Empiricist Realist, and Leibniz the greatest Rationalist Idealist. The debate between Empiricism and Rationalism concerns whether all our knowledge derives from experience, or any is innate. The debate between Realism and Idealism concerns whether...
reality is composed of mind-independent matter, or mind-like substances. Leibniz wrote his New Essays in 1704 as a critical response to Locke's Essay of 1690. He hoped it would occasion a public debate between Locke and himself, and prompt the intellectual community to decide, once and for all, between Empiricism and Rationalism, Realism and Idealism, and on related issues concerning the mind, language, truth, God, natural kinds, causation, and freedom. The debate never transpired - indeed, Leibniz suppressed his New Essays - because of Locke's death in 1705. This tutorial will bring to life the debate between Locke and Leibniz, and enable students to reach their own conclusions about Empiricism vs. Rationalism, Realism vs. Idealism, and related issues.

Class Format: tutorial
Requirements/Evaluation: weekly tutorial papers and response essays
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PHIL 202 History of Modern Philosophy, or instructor's permission
Enrollment Preferences: preference to Philosophy majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL History Courses

PHIL 348T Philosophy, Politics and Religion: Hobbes and Spinoza Revisited Today (W)

"The mob has no ruler more potent than superstition." (Spinoza, A Theologico-Political Treatise, preface)

What are the connections between the political and the religious, and how to deal with them from a philosophical point of view? These are two of the most recurrent questions in modern political philosophy, but they have in no way lost their actuality in our own time and society. Hobbes and Spinoza may both, each in their own specific way, be considered as two major figures of Modern Philosophy, where Hobbes is mainly seen as a pure political philosopher, while Spinoza has also been read as a metaphysician. In a more recent reception however, focus has been put on Spinoza's own political philosophy, showing both how his theory is influenced by Hobbes, and how it diverges from it on significant points. In both Hobbes and Spinoza, we find two fundamental theses concerning religion as a phenomenon, and concerning the connection between politics and religion. The first one is that religion - and religiosity in any form - is a strictly human phenomenon, that is, has fundamentally nothing to do with any transcendent reality. The second one is that religion has an exclusively political function, and that this function can be either positive or negative - that is, beneficial for the state, or harmful.

The course proposes a joint reading of Hobbes and Spinoza, taking its point of departure in their common terminology and problems (conatus, materialism, affectivity, force and power, individual and multitude) in order to understand, in each of the two philosophers, the close connection between religion and politics understood as affectivity: the necessity of politics and the inevitability of religion, and their mutual implications. Beyond Hobbes and Spinoza, we will also investigate how their theories are highly relevant for contemporary political theorists such as Schmitt, Agamben, Hardt and Negri, Mouffe and Laclau and Balibar - and how, through them, it may be possible to still see both Hobbes and Spinoza as forceful alternatives for our thinking about the political and the religious today.

Class Format: tutorial
Requirements/Evaluation: each week one student will write a 5- to 6-page paper on the assigned reading and the other student will write a 2- to 3-page critical response paper
Extra Info: roles will be reversed the following week; in all, each student will write 5 papers and 5 critical response papers may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: one previous course in philosophy or critical theory, or permission of instructor
Enrollment Preferences: Philosophy majors and critical theory students
Enrollment Limit: 10
Expected Class Size: 8-10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL History Courses
Not Offered Academic Year 2017

PHIL 360 The Political Thought of Frantz Fanon (W)

Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360

Martinican, psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon’s political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar
Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 19
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
Not Offered Academic Year 2017

PHIL 379 American Pragmatism

Crosslistings: PHIL 379/AMST 379

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists—William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and debates of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

Class Format: seminar
Requirements/Evaluation: final paper, several short assignments
Prerequisites: at least two PHIL courses
Enrollment Preferences: Philosophy and American Studies majors, then seniors and juniors of any major
Enrollment Limit: 25
Expected Class Size: 12-15
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives
PHIL History Courses
TEAC Related Courses
Not Offered Academic Year 2017

PHIL 380F Relativism (W)

The aim of the course is to survey, analyze and discuss many varieties of relativism—semantic, epistemic, ontological and moral—from Plato's
Theaetetus to contemporary social constructivism. We will pay special attention to the structure of arguments for and against relativism, as well as to the philosophical motivations and perceived consequences of its endorsement or rejection. We will thus be led to discuss some of the concepts common to epistemology, metaphysics and ethics: reason, justification, objectivity, understanding, reality and truth. Some of the questions we will consider are: Are moral standards relative to cultural frameworks? Are there incompatible but equally valid ways of describing the world? Is rationality relative to cultural norms? Is relativism a form of skepticism? Is it forced on people who endorse cultural pluralism as their political ideal as the only tenable philosophical position? Our readings will include the relevant works of Plato, Sextus Empiricus, Carnap, Quine, Davidson, Goodman, Elgin, Hacking, Krausz, Foot, and Williams, among others.

Class Format: seminar
Requirements/Evaluation: class attendance, preparedness and presentation; weekly small group discussions and one or two large group presentations in class; three short writing assignments (1-2 pgs. each) and three 5 pages long papers
Prerequisites: two philosophy courses, or consent of the instructor
Enrollment Limit: 19
Expected Class Size: 7-10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL Contemp Metaphysics & Epistemology Courses

Fall 2016
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Bojana Mladenovic

PHIL 388T Consciousness (W)
The nature of consciousness remains a fundamental mystery of the universe. Our internal, felt experience—what chocolate tastes like to oneself, what it is like to see the color red, or, more broadly, what it is like to have a first person, knowing perspective at all—resists explanation in any terms other than the conscious experience itself in spite of centuries of intense effort by philosophers and, more recently, by scientists. As a result, some prominent researchers propose that the existence of consciousness requires a revision of basic physics, while others (seemingly desperately) deny that consciousness exists at all. Those positions remain extreme, but the challenge that consciousness poses is dramatic. It is at the same time the most intimately known fact of our humanity and science’s most elusive puzzle.

In this tutorial we will read the contemporary literature on consciousness. We will concentrate both on making precise the philosophical problem of consciousness and on understanding the role of the relevant neuroscientific and cognitive research. Tutorial partners will have an opportunity to spend the end of the semester working on a special topic of their choosing including, for instance, consciousness and freewill, Pain and anesthesia, consciousness and artificial intelligence, or disorders of consciousness.

Class Format: tutorial; expect several short lectures by the instructor over the course of the semester where all the tutorial members converge.
Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work on off weeks
Extra Info: may not be offered on a pass/fail basis
Prerequisites: PHIL 102 and at least one upper-level course in PHIL
Enrollment Preferences: Philosophy majors, Neuroscience or Cognitive Science concentrators, open to sophomores with permission of the instructor; every effort will be made to pair students according to similar or complimentary background
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: COGS Interdepartmental Electives

Not Offered Academic Year 2017
TUT Instructor: Joseph Cruz

PHIL 391T The Ethics of Hume and Kant (W)
David Hume and Immanuel Kant are indisputably among the most influential figures in the western philosophical tradition. Interestingly, each regarded his work in epistemology and metaphysics as a mere prelude to his work in moral philosophy. In both domains, Kant took himself to be responding directly to Hume, whom he credited with awakening him from his dogmatic slumber. In this tutorial we shall study their core works in moral philosophy, in which they developed concepts of practical rationality, motivation, freedom, and morality. For Hume, we’ll read Books II and III of A Treatise of Human Nature, the Second Enquiry, and several essays, including “Of the Standard of Taste.” For Kant, we’ll read Groundwork of the Metaphysics of Morals and Critique of Practical Reason, along with related essays. Rich and intriguing in their own right, these texts are particularly rewarding when read together, as they articulate profoundly different views of the nature of human reason, agency, and sociality. It is no exaggeration to say that these two Kantian formulations have set the stage for much current work on these issues in contemporary ethics. One happy consequence of the enduring quality of their work is an abundance of superb secondary literature, which we’ll draw upon to supplement our study of the primary texts.

Class Format: tutorial
Requirements/Evaluation: students meet with instructor in pairs for 1 hour each week; each student will write a 5- to 6-page paper every other week (6 in all) and comment on their tutorial partner's paper in alternate weeks
Extra Info: emphasis will be placed on developing skills in reading, interpreting and oral argument, as well as critical reading and writing, may not be taken on a pass/fail basis
Prerequisites: a 100-level PHIL course, PHIL 202, or permission of instructor
Enrollment Preferences: current and prospective Philosophy majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2017
TUT Instructor: Melissa Barry

PHIL 393T Nietzsche and His Legacy (W)
The late 20th Century philosopher Richard Rorty characterized the present age as “post-Nietzschean.” Indeed Nietzsche's influence has been pervasive. German philosopher Martin Heidegger thought he represented the culmination of Western metaphysics; French Nietzscheans such as Foucault, Derrida and Deleuze as well as French feminist Luce Irigaray appropriate Nietzschean themes and concepts in their critical engagements with the Western philosophical tradition; and Anglo-American moral philosophers such as Bernard Williams, Alisdair Maclntyre, and Philippa Foot (as well as Rorty) respond to and engage his critique of modern morality. In this tutorial we address some (certainly only some) of the current debates in critical and ethical theory that have been fueled by Nietzsche's work. Key ideas and concepts such as the death of god, the use and abuse of history, the eternal recurrence, will to power, and master and slave morality will be addressed. Nietzschean texts may include selections from: Untimely Meditations, The Gay Science,Beyond Good and Evil, Thus Spoke Zarathustra, The Genealogy of Morals, Twilight of the Idols, and Ecce Homo. I may also pair some Nietzschean texts with readings from representatives of both the Anglo-American and European critical reception of his work (Bataille, Heidegger, Habermas, Foucault, Irigaray, Deleuze, Derrida Williams, Rorty, Reginster, Hussian, and so forth). While students will not regularly be required to read the latter, any who want to pursue this legacy will be supported in doing so.

Class Format: tutorial (10) 2 seminar meetings, students will work in pairs
Requirements/Evaluation: each student will write & present four 5-6-page papers every other week (except seminar weeks) and a commentary on his or her partner’s essay on alternate weeks; seminar meetings will be held at the beginning and end of term
Extra Info: may not be taken on a pass/fail basis
I may add an additional seminar at midterm; evaluations are based on written work as well as level of intellectual engagement in tutorial and seminar meetings
Prerequisites: two courses in philosophy, preferably either Ancient and/or Modern surveys or 19th Century course, or demonstrated background in Critical Theory, or permission of instructor
Enrollment Preferences: current and prospective Philosophy majors as well as students concentrating unoffically in critical theory; I am open to first year students, but any first year interested should make an appointment with me before adding the course.
Enrollment Limit: 10
Expected Class Size: 8-10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL History Courses

PHIL 394(F) Advanced Topics in Mind and Cognition
Crosslistings: COGS 493/PHIL 394
In the last decade the study of mind and its computational and representational underpinnings has continued to have an increased presence in both the humanities and the social sciences. In this seminar we will investigate current trends in mind and cognition by considering research in cognitive neuroscience, embodied cognition, dynamic systems theory, and empirical approaches to consciousness. Throughout, we will attend both to the specific empirical details as well as the foundational conceptualizations of the work. We will discuss how it elaborates, expands, and sharpens early views of the domain and methodology of philosophy of mind and cognitive science.

Class Format: seminar
Requirements/Evaluation: weekly short essays 1000 words, seminar presentation, final paper/project 7,000 words
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: COGS 222 or PSYC 221 or PHIL 207 or permission of program chair
Enrollment Limit: 12
Expected Class Size: 9
Dept. Notes: required of senior cognitive science concentrators, but juniors and seniors from other departments who meet prerequisites are most welcome.
Distributional Requirements: Division 2

PHIL 395T Advanced Topics in Metaphysics and Epistemology
Crosslistings: COGS 494/PHIL 395
In this tutorial we shall study their core works in moral philosophy, in which they developed concepts of practical rationality, motivation, freedom, and morality. For Hume, we’ll read Books II and III of A Treatise of Human Nature, the Second Enquiry, and several essays, including “Of the Standard of Taste.” For Kant, we’ll read Groundwork of the Metaphysics of Morals and Critique of Practical Reason, along with related essays. Rich and intriguing in their own right, these texts are particularly rewarding when read together, as they articulate profoundly different views of the nature of human reason, agency, and sociality. It is no exaggeration to say that these two Kantian formulations have set the stage for much current work on these issues in contemporary ethics. One happy consequence of the enduring quality of their work is an abundance of superb secondary literature, which we’ll draw upon to supplement our study of the primary texts.

Class Format: tutorial
Requirements/Evaluation: students meet with instructor in pairs for 1 hour each week; each student will write a 5- to 6-page paper every other week (6 in all) and comment on their tutorial partner's paper in alternate weeks
Extra Info: emphasis will be placed on developing skills in reading, interpretation and oral argument, as well as critical reasoning and writing, may not be taken on a pass/fail basis
Prerequisites: a 100-level PHIL course, PHIL 202, or permission of instructor
Enrollment Preferences: current and prospective Philosophy majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL History Courses

Not Offered Academic Year 2017
TUT Instructor: Melissa Barry
PHIL 401(F) Senior Seminar: Aristotle’s Ethics (W)

In this year’s senior seminar, we will wrestle with some centrally important ethical questions. We will use Aristotle’s *Nicomachean Ethics*, as well as historical and contemporary commentaries on that work, to frame our investigations. Since this class is a seminar, students will have a good deal say about exactly which topics we focus on.

**Class Format:** seminar

**Requirements/Evaluation:** active participation in class discussion and in online discussions expected; each student will given an oral presentation and lead discussion at one of the seminar meetings; 20-page term paper in multiple drafts

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** required of all senior philosophy majors

**Enrollment Preferences:** senior Philosophy majors

**Expected Class Size:** 10

**Distributional Requirements:**

Division 2

Writing Intensive

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PHIL 491(F) Senior Essay: Philosophy

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

**Class Format:** independent study

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:**

Division 2

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PHIL 493(F) Senior Thesis: Philosophy

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis

**Distributional Requirements:**

Division 2

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PHIL 494(S) Senior Thesis: Philosophy

This course involves Independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages).

**Class Format:** independent study

**Extra Info:** this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis

**Distributional Requirements:**

Division 2

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PHIL 497(F) Independent Study: Philosophy

Philosophy independent study.

**Class Format:** independent study

**Distributional Requirements:**

Division 2

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PHYSICS (DIV III)

Chair: Professor DAVID TUCKER-SMITH


What is light? How does a laser work? What is a black hole? What are the fundamental building blocks of the universe? Physics majors and Astrophysics majors study these and related questions to understand the physical world around us, from the very small to the very large. A physics student practices the experimental methods used to learn about this world and explores the mathematical techniques and theories developed to explain these physical phenomena. A Physics major or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving critical thinking, problem-solving, and insight into the fundamental principles of nature.

**ASTROPHYSICS MAJOR**
The Physics Department, in cooperation with the Astronomy Department, offers a major in astrophysics consisting of (at least): 6 or 7 courses in Physics, 3 or 4 in Astronomy, and 1 in Mathematics. The core sequence of the Astrophysics major is the same as the Physics major described below (except that Physics 302, although strongly recommended, is not required). Students intending to pursue graduate study in astrophysics will need to take upper-level physics electives beyond the basic requirements for the major. Honors work in Astrophysics may be in either physics or astronomy. Students majoring in Astrophysics are expected to consult early and often with faculty from both departments in determining their course selections. The detailed description of the Astrophysics major is given under "Astronomy," along with a description of the Astronomy major also offered by that department.

PHYSICS MAJOR

Introductory Courses

Students considering a major in physics should take both physics and mathematics as first-year students. A student normally begins with either Physics 131 or Physics 141:

- Physics 131 Introduction to Mechanics. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving “word problems” that require calculus.
- Physics 141 Mechanics and Waves. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 130, 140, and 150 or 151). Students are encouraged to take Physics 210 as early as possible. Physics 210 is cross listed as Mathematics 210 for the benefit of those students who wish to have the course listed with a MATH prefix.

ADVANCED PLACEMENT

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 141 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201. Placement is based on AP scores, consultation with the department, and results of the placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

REQUIREMENTS FOR THE MAJOR

A total of ten courses in physics and mathematics are required to complete the Physics major. Students who place out of both Physics 141 and Physics 142 and begin their studies in Physics 201 are required to take a total of nine courses.

Required Physics Sequence Courses

- Physics 141 Mechanics and Waves
- or Physics 131 Introduction to Mechanics
- Physics 142 Foundations of Modern Physics
- or Physics 151 Seminar in Modern Physics
- Physics 201 Electricity and Magnetism
- Physics 202 Waves and Optics
- Physics 210 Mathematical Methods for Scientists
- Physics 301 Quantum Physics
- Physics 302 Statistical Mechanics and Thermodynamics

Required Mathematics Course

Mathematics 150 or 151 (formerly 105 or 106) Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 150 or 151 taken elsewhere.

At least two more physics courses above the 100 level (or other approved courses as noted below) must be taken, bringing the total number of courses for the major to ten.

Options

Mathematics 140 (formerly 104) may be counted if taken at Williams.
Mathematics 209 may substitute for Physics 210.
Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see “advanced placement” above).

An additional Astronomy or Astrophysics course above the introductory level is acceptable for the astrophysics major may be counted.

Two approved Division III courses above the introductory level may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.

Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

PREPARATION FOR ADVANCED STUDY

Students who may wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

- Physics 402T Applications of Quantum Mechanics
- Physics 405T Electromagnetic Theory
- Physics 411T Classical Mechanics

ADVISING

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, 494, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The highest honors will be awarded to those who fulfill their requirements with unusually high distinction.

Honors candidates will also be required to participate in departmental colloquium talks.

STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four-year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program. You can find general study away guidelines for Physics [here](#).

OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student’s background in science and mathematics (see Introductory Courses above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one semester courses designed for non-majors.

PHYS 107 Spacetime and Quanta (Q)
Quantum mechanics and Einstein's relativity both drastically altered our view of the physical world when they were developed in the early twentieth century. In this course we will learn about the central concepts that define relativity and quantum mechanics, along with some of the diverse phenomena the two theories describe. These investigations will prepare us to discuss recent developments in cosmology, where observations have produced a surprising picture for the make-up of our universe, and particle physics, where the Large Hadron Collider continues to extend our understanding of nature to higher energies and shorter distances. This course is intended for students whose primary interests lie outside of the natural sciences and mathematics. The mathematics used will be algebra and trigonometry.

Class Format: lecture twice a week, except five Thursdays when the class will break into two conference sections
Requirements/Evaluation: evaluation will be based on weekly problem sets, quizzes, two midterms, and a final exam, all with a significant quantitative component.
Prerequisites: none
Enrollment Preferences: by seniority
Expected Class Size: 50 total*

Department Notes: *20 per conference section

Distributional Requirements:
Division 3
Quantitative/Formal Reasoning

Other Attributes:
SCST Related Courses

Not Offered Academic Year 2017
LEC: Instructor: David Tucker-Smith

PHYS 108(F) Energy Science and Technology (Q)
Crosslistings: PHYS 108/ENVI 108
Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

**Class Format:** lecture twice a week, except five Thursdays when the class will break into two conference sections

**Requirements/Evaluation:** evaluation will be based on weekly assignments, two hour tests, and a final project; all of these will be substantially quantitative

**Prerequisites:** high school physics, high school chemistry, and mathematics at the level of MATH 130

**Enrollment Limit:** 40

**Expected Class Size:** 40

**Distributional Requirements:**

Division 3

Quantitative/Formal Reasoning

**Other Attributes:**

ENVI Natural World Electives

SCST Related Courses

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Fall 2016

LEC Section: 01  M 01:10 PM 02:25 PM  Instructor: Jefferson Strait

CON Section: 02  R 01:10 PM 02:25 PM  Instructor: Jefferson Strait

CON Section: 03  R 02:35 PM 03:50 PM  Instructor: Jefferson Strait

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PHYS 109 Sound, Light, and Perception (Q)

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications.

The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

**Class Format:** lecture/lab/discussion; each student will attend the Friday lecture plus one conference section weekly

**Requirements/Evaluation:** evaluation will be based on class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 40

**Distributional Requirements:**

Division 3

Quantitative/Formal Reasoning

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Not Offered Academic Year 2017

LEC  Instructor: Protik Majumder

PHYS 131(F) Introduction to Mechanics (Q)

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week

**Requirements/Evaluation:** evaluation will be based on exams, labs, and weekly problem sets, of which a student will have a substantial quantitative component

**Prerequisites:** MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

**Enrollment Limit:** 24/lab

**Expected Class Size:** 60

**Dept. Notes:** PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributional Requirements:**

Division 3

Quantitative/Formal Reasoning

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Fall 2016

LEC Section: 01  MWF 11:00 AM 11:50 AM  Instructor: William Wootters

LAB Section: 02  M 01:00 PM 04:00 PM  Instructor: William Wootters

LAB Section: 03  T 01:00 PM 04:00 PM  Instructor: William Wootters

LAB Section: 04  W 01:00 PM 04:00 PM  Instructor: William Wootters

LAB Section: 05  R 01:00 PM 04:00 PM  Instructor: William Wootters

PHYS 132(S) Electromagnetism and the Physics of Matter (Q)

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section 1 hour approximately every other week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, quizzes and exams

**Prerequisites:** PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

**Enrollment Limit:** 22 per lab

**Expected Class Size:** 60

**Distributional Requirements:**

Division 3

Quantitative/Formal Reasoning

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Spring 2017

LEC Section: 01  MWF 11:00 AM 11:50 AM  Instructor: Charlie Doret

LAB Section: 02  M 01:00 PM 04:00 PM  Instructor: Charlie Doret

LAB Section: 03  T 01:00 PM 04:00 PM  Instructor: Charlie Doret

LAB Section: 04  W 01:00 PM 04:00 PM  Instructor: Charlie Doret

PHYS 141(F) Mechanics and Waves (Q)

This course covers the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section, one hour approximately every other week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, 2 one-hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** high school physics and MATH 130 or equivalent placement

**Enrollment Limit:** 22 per lab

**Expected Class Size:** 50

**Dept. Notes:** PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributional Requirements:**

Division 3

Quantitative/Formal Reasoning

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Fall 2016

LEC Section: 01  MWF 11:00 AM 11:50 AM  Instructor: David Tucker-Smith

LAB Section: 02  M 01:00 PM 04:00 PM  Instructor: David Tucker-Smith

LAB Section: 03  T 01:00 PM 04:00 PM  Instructor: David Tucker-Smith

LAB Section: 04  W 01:00 PM 04:00 PM  Instructor: David Tucker-Smith

PHYS 142(S) Foundations of Modern Physics (Q)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey some of these important ideas, and can serve either as a terminal course for those seeking to complete a year of physics or can serve as the basis for more advanced study of these topics.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section 1 hour approximately every other week

**Requirements/Evaluation:** evaluation will be based on weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 141 and MATH 130 (formerly 103), or equivalent; students may not take both PHYS 142 and PHYS 151; PHYS 131 may substitute for PHYS 141 with the permission of instructor

**Enrollment Limit:** 22 per lab

**Expected Class Size:** 30

**Distributional Requirements:**

Division 3

Quantitative/Formal Reasoning

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Spring 2017

LEC Section: 01  MWF 11:00 AM 11:50 AM  Instructor: Frederick Strauch

LAB Section: 02  T 01:00 PM 04:00 PM  Instructor: Jefferson Strait

LAB Section: 03  W 01:00 PM 04:00 PM  Instructor: Jefferson Strait

PHYS 151(F) Seminar in Modern Physics (Q)

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms,
molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same basic material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

**Class Format:** lecture/discussion, three hours per week; laboratory, three hours approximately every other week; conference section 1 hour approximately every other week.

**Requirements/Evaluation:** evaluation will be based on class participation, labs, weekly problem sets, an oral presentation, two hour-exams and a final exam, all of which have a substantial quantitative component.

**Extra Info:** this is a small seminar designed for first-year students who have placed out of PHYS 141.

**Prerequisites:** placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both.

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

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**PHYS 201(F) Electricity and Magnetism (Q)**

We study electromagnetic phenomena and their mathematical description. Topics include electrostatics, magnetic fields, and electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. We also introduce Maxwell's equations, which express the essence of the theory in remarkably succinct form.

**Class Format:** lecture, three hours per week; laboratory, three hours per week.

**Requirements/Evaluation:** evaluation will be based on problem sets, labs, two hour tests, and a final exam, all of which have a substantial quantitative component.

**Prerequisites:** PHYS 142 OR 151; MATH 150 or 151

**Enrollment Limit:** none

**Expected Class Size:** 25

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning
- MTSC Related Courses

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**PHYS 202(S) Vibrations, Waves and Optics (Q)**

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher level physics will be introduced.

**Class Format:** lecture, three hours per week; laboratory, three hours per week.

**Requirements/Evaluation:** evaluation will be based on problem sets, labs, two one-hour tests, and a final exam, all of which have a substantial quantitative component.

**Prerequisites:** PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

**Enrollment Limit:** none

**Expected Class Size:** 20

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning
- MTSC Related Courses

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**PHYS 210(S) Mathematical Methods for Scientists (Q)**

Crosslistings: PHYS 210/MATH 210

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. A series of optional sessions in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** lecture, three hours per week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets and several in-class exams, all of which have a substantial quantitative component.

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Expected Class Size:** 30

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Other Attributes:**
- MTSC Related Courses

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**PHYS 321(F) Quantum Physics (Q)**

This course serves as a one-semester introduction to the history, formalism, and phenomenology of quantum mechanics. We begin with a discussion of the historical origins of the quantum theory, and the Schrödinger wave equation. The concepts of matter waves and wave-packets are introduced. Solutions to one-dimensional problems will be treated prior to introducing the system which serves as a hallmark of the success of quantum theory, the three-dimensional hydrogen atom. In the second half of the course, we will develop the important connection between the underlying mathematical formalism and the physical predictions of the quantum theory and introduce the Heisenberg formalism. We then go on to apply this knowledge to several important problems such as the origin of atomic and nuclear physics, and concentrating on applications involving angular momentum and spins.

**Class Format:** lecture, three hours per week; laboratory, three hours per week.

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, labs, a mid-term exam, and final exam, all of which have a substantial quantitative component.

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 209

**Enrollment Limit:**

**Expected Class Size:** 15

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning
- MTSC Related Courses

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**PHYS 302(S) Stat Mechanics & Thermodynamics (Q)**

Macroscopic objects are made up of huge numbers of fundamental particles interacting in a stable world according to the Schrödinger equation, Newton's and Coulomb's Laws—and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety
of physical questions, including the behavior of gasses, polymers, heat engines, magnets, and electrons in solids.

**Class Format:** lecture/discussion, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, exams, and labs, all of which have a substantial quantitative component

**Prerequisites:** required: PHYS 201, PHYS/MATH 210 or MATH 209; recommended: PHYS 202, PHYS 301

**Enrollment Limit:** 24

**Expected Class Size:** 15

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Other Attributes:**
- BGNP Related Courses
- MTSC Related Courses

**Spring 2017**

**LEC Section:** 01 MWF 10:00 AM 10:50 AM Instructor: Swati Singh
**LAB Section:** 02 M 01:00 PM 04:00 PM Instructor: Swati Singh
**LAB Section:** 03 T 01:00 PM 04:00 PM Instructor: Swati Singh

**PHYS 308 Energy Science and Technology, Advanced Section (Q)**

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

PHYS 308 is an advanced section of PHYS 108 “Energy Science and Technology” and is intended for students who have substantial background in college-level physics. It will include all of the material in PHYS 108, supplemented with more advanced readings and more challenging assignments.

**Class Format:** lecture once a week plus weekly conference section

**Requirements/Evaluation:** weekly assignments, two hour tests, and a final project: all of these will be substantially quantitative

**Prerequisites:** PHYS 201 and MATH 150 or 151

**Enrollment Limit:** 20

**Expected Class Size:** 10

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Not Offered Academic Year 2017**

**LEC**

**PHYS 312(S) Philosophical Implications of Modern Physics (Q)**

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore the implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Class Format:** lecture, tutorial

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in philosophy or a 100-level course in physics

**Enrollment Preference:** Philosophy majors and Physics majors

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distribution Notes:** meets the Division 2 requirement if registration is under PHIL; Division 3 requirement if registration under PHYS

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Other Attributes:**
- PHIL Contemp Metaphysics & Epistemology Courses

**Spring 2017**

**LEC Section:** 01 TR 11:20 AM 12:35 PM Instructors: William Wootters, Keith McFarland

**PHYS 314T Controlling Quanta: Atoms, Electrons, and Photons (Q)**

This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications are quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.

**Class Format:** tutorial

**Requirements/Evaluation:** tutorial preparation and participation, weekly problem sets/papers, and a final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** PHYS/MATH 210 or MATH 209 or MATH 250

**Enrollment Preferences:** sophomores and junior Physics majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Not Offered Academic Year 2017**

**TUT** Instructor: Frederick Strauch

**PHYS 315T Computational Biology (Q)**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and expectation-maximization.

**Class Format:** lab three hours per week plus weekly tutorial meeting

**Requirements/Evaluation:** evaluation will be based on weekly programming assignments, problem sets, a few quizzes and a final paper

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), or biological science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Preferences:** based on seniority

**Enrollment Limit:** 10

**Expected Class Size:** 8

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Other Attributes:**
- BGNP Recommended Courses

**Not Offered Academic Year 2017**

**TUT** Instructor: Daniel Albarets

**PHYS 316(S) Protecting Information: Applications of Abstract Algebra and Quantum Physics (Q)**

Crosslistings: MATH 316/PHYS 316

Living in the information age, we find ourselves depending more and more on codes that protect messages against either noise or eavesdropping. This course examines some of the most important codes currently being used to protect information, including linear codes, which in addition to being mathematically elegant are the most practical codes for error correction, and the RSA public key cryptographic scheme, popular nowadays for internet applications. We also study the standard AES system as well as an increasingly popular cryptographic strategy based on elliptic curves. Looking ahead by a decade or more, we show how a quantum computer could crack the RSA scheme in short order, and how quantum cryptographic devices will achieve security through the inherent unpredictability of quantum events.

**Class Format:** lecture

**Requirements/Evaluation:** evaluation will be based on homework sets and exams

**Prerequisites:** PHYS/MATH 210 or MATH 250 (possibly concurrent) or permission of instructors

**Enrollment Preferences:** discretion of the instructors

**Enrollment Limit:** 50

**Expected Class Size:** 35

**Dept. Notes:** students not satisfying the course prerequisites but who have completed MATH 200 or MATH 209 are particularly encouraged to ask to be admitted

**Distributional Requirements:**
- Division 3
- Quantitative/Formal Reasoning

**Spring 2017**

**LEC Section:** 01 MWF 09:00 AM 09:50 AM Instructors: Susan Loepp, William Wootters

**PHYS 319(F) Integrative Bioinformatics, Genomics, and Proteomics Lab (Q)**

Crosslistings: BIOL 319/MATH 319/CHEM 319/PHYS/319/CSCI 319

What can computational biology teach us about cancer? In this capstone experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied human cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction
and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry will be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** two afternoons of lab, with one hour of lecture, per week

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and CSCI 315 or PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Dept. Notes:** does not satisfy the distribution requirement in the Biology major

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Other Attributes:** BGNP Core Courses

**BIMO Interdepartmental Electives**

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**Fall 2016**

**LEC Section:** 01  W 12:25 PM 01:00 PM  Instructor: Lois Banta

**LAB Section:** 02  WR 01:00 PM 04:00 PM  Instructor: Lois Banta

**LAB Section:** 03  CANCELLED

**PHYS 321 Introduction to Particle Physics (Q)**

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about the symmetries in particle physics, Feynman diagrams, and selected applications of quantum electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

**Class Format:** lecture

**Requirements/Evaluation:** weekly problem sets, two midterm exams, and a final exam

**Prerequisites:** PHYS 301, which may be taken concurrently

**Enrollment Limit:** none

**Expected Class Size:** 15

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Not Offered Academic Year 2017**

**LEC Instructor:** David Tucker-Smith

**PHYS 402T(S) Applications of Quantum Mechanics (Q)**

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

**Class Format:** tutorial, 1 and 1/4 hours per week; lecture, one hour per week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PHYS 301

**Enrollment Limit:** 10 per sec

**Expected Class Size:** 16

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Spring 2017**

**TUT Section:** T1  F 01:10 PM 02:25 PM  Instructor: Catherine Kealhofer

**TUT Section:** T2  F 01:10 PM 02:25 PM  Instructor: Catherine Kealhofer

**PHYS 405T Electromagnetic Theory (Q)**

This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric and magnetic fields in matter, light, and radiation. We begin with electrostatics, developing analytical solutions to Laplace's and Poisson's equations using mathematical tools and approximation techniques. We then move on to magnetic materials, electromagnetic waves, accelerating charges, and relativistic electrodynamics. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

**Class Format:** tutorial, 1 and 1/4 hours per week; lecture, one hour per week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 209

**Enrollment Limit:** 10/section

**Expected Class Size:** 25

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Other Attributes:** MTSC Related Courses

**Not Offered Academic Year 2017**

**TUT Instructor:** Charlie Doret

**PHYS 411T(F) Classical Mechanics (Q)**

This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet once a week as a whole to discuss new material.

**Class Format:** tutorial, 1 and 1/4 hours per week; lecture, one hour per week

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 209

**Enrollment Limit:** 10/section

**Expected Class Size:** 25

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Other Attributes:** MTSC Related Courses

**Not Offered Academic Year 2017**

**TUT Instructor:** Charlie Doret

**PHYS 418T Gravity (Q)**

This course is an introduction Einstein's theory of general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy density curves spacetime. With this equation in hand we study the Friedmann-Robertson-Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PHYS 301 or PHYS 405 or PHYS 411; students with strong math backgrounds are invited to consult with the instructor about a possible waiving of the prerequisites

**Enrollment Limit:** 10/section

**Expected Class Size:** 10/section

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Not Offered Academic Year 2017**

**TUT Instructor:** David Tucker-Smith

**PHYS 451(S) Condensed Matter Physics (Q)**

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, and semiconductors, with particular attention to structure, thermal properties, energy bands, and electronic properties. After developing the appropriate background, we will examine some simple semiconductor devices.

**Class Format:** seminar

**Requirements/Evaluation:** weekly readings and problem sets, and a final exam

**Prerequisites:** PHYS 301; PHYS 302 preferred; or permission of instructor

**Enrollment Preferences:** Physics majors

**Enrollment Limit:** 10

**Expected Class Size:** 4-6

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Spring 2017**

**SEM Section:** 01  MR 02:35 PM 03:50 PM  Instructor: Jefferson Strait

**PHYS 475 Methods in Mathematical Fluid Dynamics (Q)**

The mathematical study of fluids is an exciting field with applications in areas such as engineering, physics and biology. The applied nature of the subject has led to important developments in aerodynamics and hydrodynamics. From ocean currents and exploding supernovae to weather prediction and even traffic flow, several partial differential equations (pde) have been proposed as models to study fluid phenomena. This course is designed to both, introduce
students to some of the techniques used in mathematical fluid dynamics and lay down a foundation for future research in this and other related areas. Briefly, we start with the method of characteristics, a useful tool in the study of pde. Symmetry and geometrical arguments, special solutions, energy methods, particle trajectories, and techniques from ordinary differential equations (ode) are also discussed. A special focus will be on models from hydrodynamics. These include the KdV and the Camassa Holm equations (and generalizations thereof), and the Euler equations of ideal fluids. Mainly, we will be concerned with models whose solutions depend on time and one spatial variable, although depending on student interest and time, we may also investigate higher-dimensional models.

**Class Format:** lecture

**Requirements/Evaluation:** problem sets and final project

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** MATH 151, MATH 250, and MATH 350 or 351; some background in pde/ode would be helpful but not required

**Enrollment Preferences:** senior Mathematics majors

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Distributional Requirements:** Division 3

**Quantitative/Formal Reasoning**

**Not Offered Academic Year 2017**

**LEC Instructor:** Alejandro Sarria

**PHYS 493(F) Senior Research: Physics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics.*

**Class Format:** independent study

**Prerequisites:** permission of department; senior course

**Distributional Requirements:** Division 3

**Fall 2016**

**HON Section:** 01   TBA Instructor: David Tucker-Smith

**PHYS 494(S) Senior Research: Physics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics.*

**Class Format:** independent study

**Prerequisites:** permission of department; senior course

**Distributional Requirements:** Division 3

**Spring 2017**

**HON Section:** 01   TBA Instructor: David Tucker-Smith

**PHYS 497(F) Independent Study: Physics**

Physics independent study.

**Class Format:** independent study

**Distributional Requirements:** Division 3

**Fall 2016**

**IND Section:** 01   TBA Instructor: David Tucker-Smith

**PHYS 498(S) Independent Study: Physics**

Physics independent study.

**Class Format:** independent study

**Distributional Requirements:** Division 3

**Spring 2017**

**IND Section:** 01   TBA Instructor: David Tucker-Smith

**PHYS 499(F,S) Physics and Astronomy Colloquium**

**Crosslistings:** PHYS 499/ASTR 499

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

**Class Format:** colloquium

**Requirements/Evaluation:** not a for-credit course

**Extra Info:** registration not necessary to attend

**Prerequisites:** none

**Enrollment Limit:** none

**Distributional Requirements:** Non-divisional

**Fall 2016**

**LEC Section:** 01   F 02:35 PM 03:50 PM Instructor: David Tucker-Smith

**Spring 2017**

**LEC Section:** 01   F 02:35 PM 03:50 PM Instructor: David Tucker-Smith

**POLITICAL ECONOMY (DIV II)**

Chair: Professor JON BAKUA


The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in shaping public policy. The major includes substantial study of the central analytical approaches in both Political Science and Economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. Three of the required Political Economy courses undertake a conscious merging of the approaches in the two fields. These courses are designed by, and usually are taught jointly by, political scientists and economists. Political Economy 250 examines major theoretical texts in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines contemporary issues in political economy in their domestic, comparative and international contexts. Political Economy 402 asks students to research and make proposals in policy areas of current importance. Background for the two senior courses is acquired through introductory courses in Economics and Political Science, a course in empirical methods, and elective courses in international, domestic and comparative economics, politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement and thus a requirement for the major.

**MAJOR**

The Political Economy major requires students to complete eleven (11) courses: two introductory courses each in Economics and Political Science; one empirical methods course; three core courses specific to the Political Economy Program; and three electives, one from each of three categories. In order to balance students’ educations, majors must take at least one elective in Economics and one elective in Political Science; the third elective may come from either Economics or Political Science. In light of the public policy orientation of the program, all majors are also required to complete one course with a substantial experiential education component which is related to the making or effect of public policy. The purpose of the experiential education requirement is for the student to get out into the world and interact with people in cases where the stakes are real, often involving some element of community service or participation in the political process or in the making or analysis of public policy, in order to learn something about public policy that one cannot get from a purely academic experience. This requirement must be fulfilled prior to taking POEC 402. It can be fulfilled through a regular semester-length course (which might also serve as an elective in the major), a winter study course, a study abroad academic internship, a winter study internship, or a summer internship. The chair distributes a list of approved experiential courses to majors at the beginning of each academic year. For an internship to satisfy the requirement, its focus must be the making or effect of public policy. Approval of the chair is required to use an internship to fulfill this requirement.

**Two Introductory Economics Courses**

- ECON 110 Principles of Microeconomics
- ECON 120 Principles of Macroeconomics

**Two Introductory Political Science Courses**

For students in the class of 2019 and earlier:

- PSCI 201 Power, Politics, and Democracy in America
- PSCI 203 Introduction to Political Theory

For POEC 204 World Politics: An Introduction to International Relations or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

For students in the class of 2020 and later:

- PSCI 201 Power, Politics, and Democracy in America
- PSCI 202 World Politics: An Introduction to International Relations or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

**One Empirical Methods Course**

- POEC 253 Empirical Methods in Political Economy or ECON 255 Econometrics

**Three Political Economy Program Courses**

- POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics
- POEC 401 Contemporary Problems in Political Economy
- POEC 402 Political Economy of Public Policy Issues

**Three Elective Courses**

NOTE: students must take at least one elective in Economics and at least one elective in Political Science; the third elective may come from either Economics or Political Science. Please see the online catalog for up-to-date information on which courses are being offered in the current year.

**One Comparative Political Economy/General Public Policy Course**

- ECON 204/ENVI 234 Economics of Developing Countries
- or ECON/ENVI 213 Introduction to Environmental and Natural Resources Economics
- or ECON 222 Economics of the Arts and Culture
- or ECON 225 Global Financial Crisis and African Economic Development
- or ECON/ENVI 228T Water as a Scarce Resource
The three Political Economy Program courses (POEC 250, 401, and 402) must be completed at Williams without exception. Students are strongly encouraged to complete the empirical methods course (POEC 253 or ECON 255) and POEC 251 at Williams, as versions of these courses offered elsewhere are usually highly imperfect substitutes that will not provide adequate preparation for the senior seminars; students may in rare cases be able to complete either of these requirements during study at another college or university (e.g. during study abroad) with permission of the chair. The general policy of the Program is to grant credit for one course per semester abroad and in extraordinary circumstances, credit for three courses for an entire year abroad. Students who score a 5 on the AP exam in Microeconomics, Macroeconomics, or Comparative Government and Politics may receive credit towards the major for the cognate introductory economics or political science course(s). Credit for A levels and IB exams in Economics and for introductory microeconomics and macroeconomics classes taken at other colleges and universities (subject to approval by the Economics department study abroad coordinator) is given consistent with the current policy of the Economics Department. No substitute high-level coursework is required for majors receiving credit in this way, although it is certainly encouraged. Students in the class of 2019 and earlier who score a 5 on the AP exam in U.S. Government and Politics may receive credit for the cognate introductory course(s). Students in the class of 2020 and later classes cannot substitute AP credit for PSCI 201.

RECOMMENDED PROGRESSION THROUGH THE REQUIRED MAJOR COURSES

Students considering a major in Political Economy are encouraged to begin with ECON 110 and 120 and any one of PSCI 201, 202, 203, or 204 in their first year, so that these courses are the prerequisites for POEC 250. All prospective POEC majors are encouraged to take PSCI 201, and indeed are required to do so if they are in the class of 2020 or later, as it provides tools of political analysis that will be essential for the projects all POEC students will undertake in POEC 250 to complete both of their two required introductory PSCI courses during either the first or second year at Williams, as first- and second-year students get enrollment preference in these classes. Students should plan to take POEC 250 and PSCI 252 (or PSCI 253) during the sophomore and junior years, keeping in mind that both POEC 250 and PSCI 253 are offered only in the fall, and that ECON 255 requires STAT 101 or STAT 201 as a prerequisite. POEC 401, taken fall of senior year, requires POEC 253 or ECON 255 as a prerequisite, so that prerequisite must be completed before the start of senior year. Students should also get started on their electives during sophomore and junior year.

THE DEGREE WITH HONORS IN POLITICAL ECONOMY

Due to the special demands of this interdisciplinary 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 or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis. The other two required courses are the three Political Economy Program courses (POEC 250, 401, and 402). In the program may apply for the honors thesis program by means of a written proposal submitted to the chair by the end of the first week after spring vacation. Written guidelines for such proposals are available in the chair’s office. Students preparing the proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline must be solicited by the student prior to submission of the proposal. Final decisions about admission to the honors program will be made in late May after spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of the winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

STUDY ABROAD

Despite the fact that Political Economy requires more courses than the typical major, many Political Economy majors go abroad. Since POEC 250 and POEC 253 are offered in the fall, students considering spending only one semester abroad often find spring to be the better choice. Nonetheless, many students study away for the fall or the fall and the whole year. Political Economy majors have often been overrepresented in Williams at Oxford. Students planning to abroad in the fall should take POEC 250 in their sophomore year if at all possible. Similarly, it is necessary to plan ahead to find the best way to satisfy the empirical methods requirement (POEC 253 or ECON 255) before the fall of the senior year. The easiest major credits to obtain abroad are the electives in Political Science and Economics. General study away guidelines for Political Economy are available here.

POEC 250(F) Economic Liberalism and Its Critics

Crosslistings: POEC 250/ECON 299/PSCI 238

Economic liberalism holds that only if people enjoy economic freedom, and its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx’s...
revolutionary socialism, and the reformist ideas of John Stuart Mill and John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion
Requirements/Evaluation: eight essays of 650 words each, several short homework assignments, and a final exam
Prerequisites: ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors
Enrollment Preferences: Political Economy majors and sophomores intending a Political Economy major
Enrollment Limit: 35
Expected Class Size: 35
Dept. Notes: formerly POEC 301
Distributional Requirements: Division 2

Other Attributes:
AMST Critical and Cultural Theory Electives
POEC Required Courses

POEC 253(F) Empirical Methods in Political Economy (Q)
This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal—an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.
Class Format: lecture/discussion
Requirements/Evaluation: problem sets, group projects, and three exams
Prerequisites: MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255
Enrollment Preferences: Political Economy majors, Environmental Policy majors and sophomores
Enrollment Limit: 25
Expected Class Size: 15
Dept. Notes: does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major
Distributional Requirements: Division 2
Quantitative/Formal Reasoning
Other Attributes: ENVP PE Theory/Methods Courses
PHLH Statistics Courses
POEC Required Courses

Fall 2016
LEC Section: 01 MR 02:35 PM 03:50 PM Instructors: Jon Bakija, James Mahon

POEC 397(F) Independent Study: Political Economy
Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2016
IND Section: 01 TBA Instructor: Jon Bakija

POEC 398(S) Independent Study: Political Economy
Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.
Class Format: independent study
Distributional Requirements: Division 2

Spring 2017
IND Section: 01 TBA Instructor: Jon Bakija

POEC 401(F) Contemporary Problems in Political Economy
This course examines contemporary problems in political economy in the United States and across the developed world. Using both Economics and Political Science methods of analysis, students study the exercise of power and the accumulation of wealth in the world today as well as central public policy debates around those processes. We begin with a discussion of philosophical foundations of economic policy-making. We then discuss welfare states in comparative perspective with special attention to the development of the American welfare regime. The remainder of the course is dedicated to particular issue areas of contemporary concern: pensions, health insurance, education, retirement, public policy and immigration. The goal of this course is to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy projects they will do in POEC 402.
Class Format: seminar
Requirements/Evaluation: one 8- to 10-page paper; one 12- to 15-page paper; in-class group presentations; class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: ECON 110 and 120; PSCI 201 or 203, or equivalent; PSCI 202 or 204, or equivalent; POEC 253 or ECON 255, or permission of instructor; open to non-majors
Enrollment Preferences: Political Economy majors
Enrollment Limit: 20
Expected Class Size: 20
Dept. Notes: required in the Political Economy major
Distributional Requirements: Division 2

Other Attributes:
GBST Economic Development Studies Electives
POEC Required Courses

Fall 2016
SEM Section: 01 TR 09:55 AM 11:10 AM Instructors: Darel Paul, David Zimmerman

POEC 402(S) Political Economy of Public Policy Issues
In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.
Class Format: seminar with student presentations
Requirements/Evaluation: group policy projects including an 80- to 100-page paper and 2-hour presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors
Dept. Notes: required in the Political Economy major
Distributional Requirements: Division 2

Other Attributes:
EXPE Experiential Education Courses
POEC Required Courses

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructors: William Gentry, Cathy Johnson

POEC 493(F) Honors Thesis: Political Economy
Political Economy independent study.
Class Format: independent study
Distributional Requirements: Division 2

Fall 2016
HON Section: 01 TBA Instructor: Jon Bakija

POLITICAL SCIENCE (DIV II)
Chair: Professor JAMES MCALLISTER


Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.
The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own focus. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, or comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

MAJOR

Subfield Concentration Route: Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student’s choice at the 200 or 300 level and the senior seminar or an individual project (in the student's subfield). Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield courses, in addition to taking Political Science 203 and prior to taking Political Science 430. With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all methods courses also count toward the breadth requirement). The faculty advisor must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

Individual Concentration Route: Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives, chosen from the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has his or her choice of any two from the following: Political Science 481-W33 (482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the prospect for creative contributions to the understanding of American politics, political institutions and thought.

ADVANCED STUDY IN AMERICAN POLITICS

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year’s advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project. The student will not only define American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether strategic choices determine US foreign policy decisions or whether they are constrained by broader forces. The student’s project will consist of a substantial research paper, along with the successful completion of a high-quality thesis, the degree with honors in Political Science requires enrollment in the year-long senior thesis seminar, in addition to the other nine (9) courses of the regular major requirements.

PSCI 126(G) America and the World

Crosslistings: PSCI 126/LEAD 126/GBST 101

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made within a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation in Iran; the threat of terrorism; humanitarian disasters in Syria and Libya; and long-term challenges like climate change.

We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether strategic choices determine US foreign policy decisions or whether they are constrained by broader forces. The student’s project will consist of a substantial research paper, along with the successful completion of a high-quality thesis.

PSCI 125(F) Leadership, Power and Legitimacy: An Introduction to Leadership Studies

Crosslistings: LEAD 125/PSCI 125

Leadership has long been a central concept in the study of politics. Philosophers from Plato to Machiavelli have struggled with the question of what qualities and methods are necessary for effective leadership. Social scientists throughout the twentieth century have struggled to refine and advance hypotheses about leadership in the areas of psychology, sociology, and political science. Among others. Nevertheless, despite all of this impressive intellectual effort, the study of leadership remains a contested field of study precisely because universal answers to the major questions in leadership studies have proven to be elusive. This course is designed to introduce students to many of the central issues and debates in the area of leadership studies.

PSCI 131(S) Global Queer Politics and Theory

Crosslistings: PSCI 131/WGSS 131

In this course we explore, in a global context, the politics and theories of gay, lesbian, bisexual, transgender, queer, and two-spirit persons. Despite stunning recent developments in the US and Western Europe regarding the rights, visibility and security of gays and lesbians, from a global perspective matters.
look quite different. New laws criminalizing homosexuality have been enacted in India and Nigeria. Transnational activism against such laws is slandered as neo-colonial even as India’s legislation, for example, revives forms of employment discrimination has stalled at the federal level and in most states. We analyze these and related issues, including those confronted by queers of color and indigenous two-spirit, third and fourth gender persons, using the tools of political theory.

Class Format: seminar
Requirements/Evaluation: papers, participation, exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first-year or second-year students
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses


This introductory seminar investigates the relationship between the three major schools of thought in contemporary Africana social and political philosophy, namely the African, Afro-American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Aimé Césaire, Angela Y. Davis, Édouard Glissant, Lewis R. Gordon, Kwame Gyekye, Paget Henry, bell hooks, Oyèrónke Oyewùmi, Charles W. Mills, Nkiru Nzegwu, Lewis R. Gordon, Oyèrónke Oyewùmi, Tommie Shelby, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics. This seminar is part of the Exploring Diversity Initiative, and as such we shall investigate—via the authors mentioned—comparative philosophical analyses, critical theorization, and the plurality of global thinking in contemporary social and political philosophy.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance and participation, two 5- to 7-page essays, and one 10-page final paper
Extra Info: not available for the fifth course option
Prerequisites: none; open to all
Enrollment Preferences: first- and second-year students
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

PSCI 135(F) Politics after the Apocalypse

The zombies are coming! Climate change will destroy us! Bird-flu pandemic! To our horror and delight, reminders are everywhere that the end is near. Some of these projected apocalypses are alarmist, some fanciful, and others all too realistic. What shape will politics take after the apocalypse? What aspects of politics will endure the ravages of fire or pestilence? What new political realities might emerge on ground cleared by disaster? And what does it say about politics today that we are so eager to consume stories of states falling and bands of survivors scraping together a nasty, brutish and short existence? In this class, we reconsider what politics is and should be by contemplating accounts of its destruction and rebirth in television, film, literature, activism, social science, and critical theory. We will approach these sources as analogous to political theory’s classic ‘thought experiment’ of the “state of nature” and social contract. And we will consider what it tells us about our time that we are so eager to imagine ourselves at the beginning of the end. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. Two papers, one close-reading assignment, and one post-apocalyptic short story or video are required.

Class Format: seminar
Requirements/Evaluation: formal and informal writing assignments, including a “close reading” assignment of 3-5 pages, two 5- to 7-page papers, one short story (approximately 12-20 pages and including an explanatory cover letter), and class participation
Prerequisites: none
Enrollment Preferences: first-year students
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses
POEC Required Courses

LEAD Ethical Issues of Leadership

Division 2

POEC Required Courses

PSCI Political Theory Courses

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Mark Reinhardt
LEC Section: 02 TR 11:20 AM 12:35 PM Instructor: Laura Ephraim

Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Joshua Vandiver

PSCI 202(F,S) World Politics: An Introduction to International Relations

While the field of international relations focuses on the actions of sovereign states towards one another, the comparative study of politics looks mainly at what goes on inside various countries, international relations considers the actions of sovereign states toward one another and the patterns and institutions that they create. International politics differs from domestic politics in the absence of centralized, legitimate institutions. Anarchy characterizes the world of sovereign states—there is no world government, nor agreement that one is desirable or even possible. This lack of a common authority means that any dispute among countries is up to the countries themselves to settle, by negotiating, appealing to shared norms, or using force. For this reason, while international relations involves many of the same topics that consume domestic politics—ethnic antagonisms, spending on aid, war, national identity, inequality, weapons manufacture, finance, loans, pollution, migration—it shares few of the same processes for dealing with them. This course covers the theories and problems central to international relations. It considers the importance that this radical decentralization has for achieving values we hold, and examines processes that might undermine or support the anarchical system in which we live.

Class Format: lecture

Requirements/Evaluation: some combination of short papers, midterm exam/paper, final exam, and class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: this is an introductory course, open to first-year and sophomores; juniors and seniors may enroll only with permission of instructor and under special circumstances

Enrollment Preferences: first-year students and sophomores intending to major in Political Science

Enrollment Limit: 35

Expected Class Size: 30

Distributional Requirements:

Division 2

Other Attributes:

POEC Required Courses

PSCI Comparative Politics Courses

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: James Mahon

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: George Crane

PSCI 205 Political Leadership

Crosslistings: LEAD 250/PSCI 205

This course will examine the leadership strategies of American political leaders with an emphasis on the importance of communication and negotiating skills that public sector leaders need. We will study these issues by examining local, state and federal political leaders and by answering key questions specific to the political realm. We will read and watch significant speeches by American political leaders, be visited by guests with deep knowledge and insight into the world of politics and read a variety of writings by academics and practitioners on the subject. We will explore questions such as "What
characteristics mark successful communication and how do leaders craft a unique and effective communications style?" and "What strategic considerations are there for female political leaders and do they have different challenges in communicating?"

The first series of classes will focus on communication taking a look at some unique and effective communications style?" and "What strategic challenges and opportunities facing select sub-groups of political leaders: women, celebrity candidates and officeholders. We will then explore the tenets of political strategy—both in campaigns and governing. This segment of the course will take a look at the tools used in crafting a strategy and how to put together a winning coalition. The final classes in the course will explore the unique challenges and opportunities facing select sub-groups of political leaders: women, celebrity candidates and officeholders and high-achieving young political leaders—operatives and elected officials.

Class Format: seminar
Requirements/Evaluation: three short papers and a final research paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017
SEM Instructor: Jane Swift

PSCI 206T(F) Dangerous Leadership in American Politics (W)
Crosslistings: PSCI 206/LEAD 206
"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?" A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition’s leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

Class Format: tutorial
Requirements/Evaluation: six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: LEAD Facets or Domains of Leadership
PSCI American Politics Courses

Fall 2016
TUT Section: T1 MWF 08:30 AM 09:45 AM Instructor: Nicole Mellow

PSCI 207(F) Political Elections
The National and state elections taking place this fall, 2016, will be "interesting". Historically, elections with the dominant consideration of who will be the President generate greater attention by and greater involvement of the public. This is especially the case when an incumbent President is not standing for re-election. The 21st century in the United States has had a very turbulent beginning as the American public is very divided over how best to respond to the many challenges that confront the United States. This course explores the factors that shape the outcome of political elections in America. Among the factors we will consider are the state of the economy, international events, the role of political parties at the state and national levels, the current partisan balance, ideology, media, special interests, money, candidates, the "hot" issues of the moment, of which there are many, and long enduring issues that have long generated conflict at the national level. We will consider in detail the 2016 national elections both for Federal office (President, Senate and House) and for state offices (governors and state legislators). And, we will consider the likely consequences that will flow from the results that obtain.

Class Format: lecture
Requirements/Evaluation: a midterm, a final, and a research paper
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 35
Expected Class Size: 20-24
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses

Fall 2016
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: George Marcus

PSCI 208T Wealth in America (W)
The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation’s public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This tutorial focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age, such as Andrew Carnegie’s “Gospel of Wealth”. Most of the readings, such as Pierson and Hacker’s "Winners-Take-All Politics", will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

Class Format: tutorial
Requirements/Evaluation: five essays (5 pages each), five critiques (2 pages each), and one final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: sophomores with an interest in social sciences and junior Political Science and Political Economy majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses

Not Offered Academic Year 2017
TUT Instructor: Cathy Johnson

PSCI 209 Poverty in America
Crosslistings: PSCI 209/WGSS 209
Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Class Format: lecture/discussion
Requirements/Evaluation: class participation, two or three short papers, and a final paper
Prerequisites: none
Enrollment Preferences: Political Science, Political Economy, and Women’s, Gender and Sexuality Studies majors and concentrators in Public Health
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses

Not Offered Academic Year 2017
LEC Instructor: Cathy Johnson

PSCI 210 Culture and Incarceration
Crosslistings: PSCI 210/AMFR 210/AMST 210/WGSS 210/INTR 210
This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives. Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups,
gender/sexuality and class as they pertain to a "penal culture" in the United States.

Class Format: seminar

Requirements/Evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%)

Prerequisites: none

Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor

Enrollment Limit: 15

Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

JLST Enactment/Applications in Institutions

Not Offered Academic Year 2017

SEM Instructor: Joy James

PSCI 211(F) Do the People Govern? U.S. Public Opinion and Mass Political Behavior (Q)

America's founding documents explicitly state that the will of the people is the authority upon which our government rests. But do the people actually govern, and should they? Pessimists point out that most Americans know very little about politics and lack coherent political views, are easily manipulated by media and campaigns, and are frequently ignored by public officials anyway. Optimists counter that, even if individuals are often ignorant and/or confused about politics, in the aggregate, the public sends a coherent signal to public officials, who usually carry out the public's general wishes. In addition to engaging this debate about what the public thinks about politics, we will also protest, or engage in other types of political action? How do resource gaps tied to inequalities in society (such as race, class, and gender) influence political behavior? And how do institutions such as the media and campaigns encourage or discourage?

Class Format: lecture

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 2

Quantitative/Formal Reasoning

Other Attributes: PSCI American Politics Courses

Fall 2016

LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Matthew Tokeshi

PSCI 212 Hip-Hop and Political Theory

Crosslistings: AFR 207/PSCI 212

This course is an introduction to the theoretical underpinnings of the genesis and evolution of hip-hop, a late modern phenomenon whose forms are routinely referred to as a movement, a culture, a music, and a politics. Since its emergence in the South Bronx during the late 1970s, what constitutes the organizing definitions and philosophical bulwarks of hip-hop are often underexplored. The course illuminates this submerged, neglected, and contested bodies of knowledge by focusing on eight concepts: justice, rights, recognition, freedom, equality, democracy, love, and judgment. Through these principles, students are able to address how we frame questions of race, ethnicity, gender, sexuality, class, authenticity, the public sphere, incarceration, and globalization. Our meetings consider the popular and the underground, the originally forged and the remixed, the utility of nomenclature bifurcating conscious and radical hip-hop on the one hand and alternative political, anti-political, or neutral forces in the realm of hip-hop. Written texts, lyrical thought, breaking, film, music videos, and guest lectures by rappers, R&B singers, DJs, academics, and graffiti artists are interwoven in assignments and in-class discussions. Through these mediums and select experiential education opportunities outside the classroom, students have an opportunity to render evaluations on the political theory of hip-hop between past and future.

Class Format: lecture

Requirements/Evaluation: attendance and participation, two 5- to 7-page essays, and choice of a final 10-page paper or final project; students opting for a core course concept

Extra Info: through one of the following mediums: video interviews with visiting artists and scholars, a PowerPoint presentation, original song, mixtape, or combined multimedia presentation may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: AFR Core Electives

AMST Arts in Context Electives

AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2017

LEC Instructor: Neil Roberts

PSCI 214(F) Racial and Ethnic Politics in America

Arguably, the dominant discourse in the election and presidency of Barack Obama and the battle to succeed him is about race. Race is connected to salient issues like immigration and police conduct; to politicians across the political spectrum, including Obama, Donald Trump, and Bernie Sanders; and (some argue) to virtually everything in American politics, including fundamental concepts that have no manifest racial content, like partisanship and the size and scope of government. We will evaluate the role of race as it relates to public opinion, political behavior, campaigns, political institutions, and public policy debates, with special attention devoted to the nature of racial attitudes. Most of the course will focus on the historical and contemporary relations between whites and African Americans, but we will also explore topics involving other pan-ethnic communities, particularly Latinos and Asian Americans.

Class Format: lecture

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: POEC U.S. Political Economy + Public Policy Course

PSCI American Politics Courses

Fall 2016

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Matthew Tokeshi

PSCI 216 American Constitutionalism I: Structures of Power Crosslistings: PSCI 216/LEAD 216

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? How has the American Constitution been debated and understood over time? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power — the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendancy of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional law and public policy.

Class Format: lecture/discussion

Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation

Prerequisites: none

Enrollment Preferences: Political Science majors

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other Attributes: ENVP PTLA Core Electives

JLST Enactment/Applications in Institutions

LEAD Facets or Domains of Leadership

POEC U.S. Political Economy + Public Policy Course

PSCI American Politics Courses

Not Offered Academic Year 2017

LEC Instructor: Justin Crowe

PSCI 217(S) American Constitutionalism II: Rights and Liberties Crosslistings: PSCI 217/LEAD 217

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? How has the American Constitution been debated and understood over time? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties — freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key
tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

**Class Format:** lecture/discussion  
**Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation  
**Prerequisites:** none  
**Enrollment Preferences:** Political Science majors  
**Enrollment Limit:** 25  
**Expected Class Size:** 25  
**Distributional Requirements:**  
Division 2  
**Other Attributes:**  
JLST Enactment/Applications in Institutions  
LEAD Facets or Domains of Leadership  
POEC U.S. Political Economy + Public Policy Course  
PSCI American Politics Courses  

Spring 2017  
LEC Section: 01  MR 01:10 PM 02:25 PM  Instructor: Justin Crowe

PSCI 218(F) The American Presidency  
**Crosslistings:** PSCI 218/LEAD 218  
To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.  

**Class Format:** lecture/discussion  
**Requirements/Evaluation:** one exam, two short to medium length papers, small group projects, and class participation  
**Prerequisites:** none  
**Enrollment Preferences:** Political Science majors and Leadership studies concentrators  
**Enrollment Limit:** 35  
**Expected Class Size:** 35  
**Distributional Requirements:**  
Division 2  
**Other Attributes:**  
LEAD American Domestic Leadership  
POEC U.S. Political Economy + Public Policy Course  
PSCI American Politics Courses  

Fall 2016  
LEC Section: 01  TF 02:35 PM 03:50 PM  Instructor: Nicole Mellow

PSCI 219T(F) Women in National Politics (W)  
**Crosslistings:** INTR 219/PSI 219/SSS 219  
This tutorial focuses on the writings and memoirs of women who have shaped national political and electoral/campaign culture in the 20th and early 21st centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleezza Rice, Sarah Palin, Nancy Pelosi.  

**Class Format:** tutorial  
**Requirements/Evaluation:** brief analytical papers and response papers for each week’s readings  
**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Preferences:** seniors, sophomores with permission of instructor  
**Enrollment Limit:** 10  
**Distributional Requirements:**  
Division 2  
Writing Intensive  

Fall 2016  
TUT Section: T1  TBA  Instructor: Joy James

PSCI 220 Afghanistan Post-Mortem  
**Crosslistings:** ANTH 208/ASST 208/PSCI 220/GBST 208  
The United States attacked and defeated the Afghan Taliban regime in over the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation-building and social and political reform.  

**Class Format:** seminar  
**Requirements/Evaluation:** grading will be determined by class participation, two short essays, and a 15-page research paper  
**Extra Info:** may not be taken on a pass/fail basis  
**Prerequisites:** none  
**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference  
**Enrollment Limit:** 25  
**Expected Class Size:** 15-20  
**Distributional Requirements:**  
Division 2  

Not Offered Academic Year 2017  
SEM  Instructor: David Edwards

PSCI 222(F) Refugees in the International System (W)  
A half-century ago, the United Nations subtitled its report on refugees "a problem of our time." This course considers the politics of this designation: why refugees are "a problem" at all, whom they might be a problem for, and what might be meant by "our" time. Our readings start with individuals' experiences, turn to the global, and continue to international and national laws and policies on displacement and asylum-seeking, and conclude with case studies. Our central question is: what do the legal categorization and experiences of refugees tell us about power in the international system? This class is writing-intensive. Each student will write, and rewrite, an essay at each stage of the course.  

**Class Format:** seminar  
**Requirements/Evaluation:** four 3- to 4-page papers and two 5-page papers  
**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none  
**Enrollment Preferences:** junior political science majors, sophomores with at least one political science class  
**Enrollment Limit:** 18  
**Expected Class Size:** 18  
**Distributional Requirements:**  
Division 2  
Writing Intensive  
**Other Attributes:**  
POEC International Political Economy Courses  
PSCI International Relations Courses  

Fall 2016  
SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: Cheryl Shanks

PSCI 223(F) International Law  
International law embodies the rules that govern the society of states. It spells out who can be a state and how to become one, what states can do, what they cannot do, and who can punish transgressions. It also determines the status of other actors, such as international organizations, heads of state, refugees, transnational religious institutions, and multinational corporations. International law is similar to domestic law, with one very crucial difference: it is not enforced by a centralized, sovereign state. In other respects, it is the same: it protects the status quo, including the distribution of power among its members, it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is purely aspirational, some of it necessary for survival. And like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet, law is still where we look for justice.  

**Class Format:** lecture  
**Requirements/Evaluation:** two midterm exams, one 7-page paper, and one final exam  
**Prerequisites:** none  
**Enrollment Preferences:** Political Science majors  
**Enrollment Limit:** 30  
**Expected Class Size:** 30  
**Distributional Requirements:**  
Division 2  
Writing Intensive  
**Other Attributes:**  
JLST Interdepartmental Electives  
JLST Enactment/Applications in Institutions  
JLST Theories of Jurisprudence  
MAST Interdepartmental Electives  
PSCI International Relations Courses  
PSCI International Relations Courses  

Fall 2016  
LEC Section: 01  MW 11:00 AM 12:15 PM  Instructor: Cheryl Shanks

PSCI 224(F) Neo-liberalism: What Is It and Why Does It Matter?  
We live in the era of neo-liberalism. But what does this mean? This course will focus on neo-liberalism in comparative perspective, looking mainly at the US experience. It will consider how neo-liberalism is defined, the role of states in making and maintaining neo-liberalism, the centrality of markets to neo-liberal conceptions, and the kinds of politics that are produced and are produced by neo-liberalism. Economically, the course will look at the institutional configuration of neo-liberalism, changes in economies, growing inequality, the financial crises, and prevalence of debt. Politically, the course will address changes in the role of government, what governments do and do...
not do, the growing influence of financial interests, the role of identities in mobilizing support for and legitimating governments, and the impact of these developments on the status of citizenship and democracy.

Class Format: seminar
Requirements/Evaluation: three papers—one 3-page, one 5-page, and one 10-page paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Other Attributes:
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
PSCI International Relations Courses

Fall 2016
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Michael MacDonald

PSCI 225(S) International Security
This course examines why, and how military threats and military force are used to obtain international political objectives. It discusses the many methods used by states and non-state actors to bend opponents to their will, including military coercion, economic coercion, terrorism, guerilla warfare, nuclear threats, and conventional war. It also explores how the organizational attributes of these actors—e.g., leadership structures, military cultures, and bureaucratic politics—may affect their decisions to use force and the effectiveness with which they do so. The course focuses on the period from the end of World War II until the present.
Class Format: lecture
Requirements/Evaluation: class participation, midterm, final, 10-12 page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Other Attributes:
GBST Borders, Exiles + Diaspora Studies Electives
LEAD American Foreign Policy Leadership
PSCI International Relations Courses

Spring 2017
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Rosemary Kelanic

PSCI 227(S) War and the Nation-State
As Charles Tilly famously argued, “War made the state, and the state made war.” This course explores the phenomenon of war in its broader socioeconomic context during the years between the emergence of the modern nation-state in the late 18th century and the end of World War II. It examines the ways in which warfare influenced state development, and in turn, how state development changed the nature and conduct of war itself. The co-evolution of nation-states and modern warfare is studied in the context of four broad social transformations: the rise of nationalism, democratization, industrialization, and military bureaucratization. We will also discuss the causes, conduct, and consequences of the major wars of this period, including the Napoleonic Wars, the Wars of German Unification, and the cataclysmic showdowns of the twentieth century: World War I and World War II.
Class Format: lecture
Requirements/Evaluation: class participation, midterm exam, final exam
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements:
Division 2
Other Attributes:
PSCI International Relations Courses

Spring 2017
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Rosemary Kelanic

PSCI 228 International Organization
Tens of thousands of international organizations populate our world. IGOs, whose members are governments of sovereigns, range from the Nordic Association for Reindeer Research to the UN and NATO; NGOs, whose members are private groups and individuals, include the International Seaweed Association as well as the International Committee of the Red Cross. We will examine where they come from, what they do, and to whom they matter, and will examine their agency, efficiency, and accountability. We cover the history, structures and functions of international organizations using case studies.
Class Format: lecture
Requirements/Evaluation: three short papers, a midterm exam, one longer paper on an assigned topic
Prerequisites: none, open to first-year students
Enrollment Preferences: Political Science Majors
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements:
Division 2
Other Attributes:
PHLH Decision-Making by Institutions + Individuals
POEC International Political Economy Courses
PSCI International Relations Courses

Not Offered Academic Year 2017
LEC Instructor: Cheryl Shanks

PSCI 229 Global Political Economy
Thirty years ago the production, distribution, consumption and accumulation of goods, services and capital were predominantly national, organized by nation-states and within national territories. Today they are increasing global in scope, and nation-states find themselves more and more in the subjects than the masters of transnational corporations, international trade tribunals, global currency markets and natural resources. All of these developments have direct and far-reaching effects on the power of states, the wealth of societies, and the life chances of billions of people around the world. This course offers a broad introduction to contemporary global capitalism, emphasizing the inherent and inseparable intertwining of politics and economics. Our goal is to place these current issues into historical context, to trace the roots of modern global capitalism, and to ask if we can and should be thinking about this world differently.
Class Format: lecture/discussion
Requirements/Evaluation: three 3- to 5-page papers, final exam, class discussion
Prerequisites: none
Enrollment Preferences: Political Science and Political Economy majors
Enrollment Limit: 35
Expected Class Size: 30
Distributional Requirements:
Division 2
Other Attributes:
ENVI Environmental Policy
GBST Economic Development Studies Electives
MAST Interdepartmental Electives
POEC International Political Economy Courses
PSCI International Relations Courses

Not Offered Academic Year 2017
LEC Instructor: Darrel Paul

PSCI 231 Ancient Political Thought
Crosslistings: PSCI 231/PHL 231
The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites—and consequences—of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be “philosophical” or to think “theoretically” about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercuts or enhances the texts’ ability to illuminate the dilemmas of political life for us.
Class Format: lecture/discussion
Requirements/Evaluation: three 7- to 8-page papers
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 25
Expected Class Size: 18
Distributional Requirements:
Division 2
Other Attributes:
PSCI Political Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Mark Reinhardt

PSCI 232(S) Modern Political Thought (W)
Crosslistings: PSCI 232/PHL 232
This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.
Class Format: lecture/discussion
Requirements/Evaluation: formal and informal writing assignments and class participation
Prerequisites: none; open to all
Enrollment Preferences: first years and sophomores
Expected Class Size: 12
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
ENV1 Humanities, Arts + Social Science Electives
PSCI Political Theory Courses

Spring 2017
LEC Section: 01  TR 11:20 AM 12:35 PM  Instructor: Laura Ephraim

PSCI 233 Rastafari: Dread, Politics, Agency
Crosslistings: AFR 299/PSCI 233/REL 261
The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

Class Format: lecture/discussion
Requirements/Evaluation: attendance and participation, weekly reading e-response papers, two short essays, and a group lyrics and politics final project
Extra Info: may not be taken pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators and majors in Political Science and Religion
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: AFR Core Electives
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2017
LEC

PSCI 234(F) Political Romanticism
Crosslistings: ENGL 322/COMP 329/PSCI 234
What is Romanticism, and how does it relate to the world-changing political upheavals that emerge along with it? Romantic literature emerged around the time of the French and Haitian Revolutions, and many Romantic authors were deeply sympathetic to the democratic principles of freedom and equality that inspired such political uprisings. Yet many also questioned revolutionary attempts to realize such ideas by forcibly seizing control of governments. These authors became interested in art and literature as alternative means of bringing about social and political change. In so doing, they invented ideas about the political power of art that are still very much with us today. This seminar examines these ideas through readings of works of Romantic literature and the philosophy that brought them into the world, while also considering how arguments subsequently developed for and against political Romanticism inform today's heated debates about the relationship between art and politics. Authors may include Burke, Kant, Rousseau, Wordsworth, Schiller, C. Smith, P.B. Shelley, Hegel, Heine, Marx, and Carl Schmitt.

Class Format: seminar
Requirements/Evaluation: evaluation based on two papers, 6 and 8-10 pages in length, weekly posts, and general participation
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English, Comparative Lit, German, Political Science majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 1
Other Attributes: ENGL Critical and Cultural Theory Electives
ENGL Literary Histories B

Fall 2016
SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: Walter Johnston

PSCI 235(S) Survival and Resistance: Environmental Political Theory (W)
Crosslistings: PSCI 235/AMST 235
Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

Class Format: seminar
Requirements/Evaluation: formal and informal writing assignments and class participation
Prerequisites: none
Enrollment Preferences: first years and sophomores
Expected Class Size: 12
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
ENV1 Humanities, Arts + Social Science Electives
PSCI Political Theory Courses

Spring 2017
SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Laura Ephraim

PSCI 236 Sex, Gender, and Political Theory
Crosslistings: PSCI 206/WGSS 236
This course offers a feminist reading of key concepts in the study of politics: freedom, justice, equality, obligation, representation, alienation, and objectification. Each of these terms will be considered in relation to problems of political exclusion and social stratification that persist in contemporary societies, with particular attention to inequalities based on sex, gender, and class. Is welfare a problem for freedom theory? In what way might a pregnancy be experienced as a form of alienation, and how does this pose a challenge for theories of justice? Is it possible to treat another person as an equal and at the same time an object of one's sexual desire? We will identify the analytical tools and strategies that feminist theorists have employed in order to bring these and other concerns into political science scholarship, reconstructing traditional ideas of politics and public life in the process. Theorists whose work we will read include Susan Moller Okin, Nancy Hirschmann, Martha Nussbaum, Iris Marion Young, Drucilla Cornell, Gayatri Spivak, Dorothy Roberts, Judith Butler, Linda Zerilli and Catherine MacKinnon.

Class Format: lecture/discussion
Requirements/Evaluation: one oral presentation, one response paper (1 page), and three essays (6-8 pages)
Prerequisites: none
Enrollment Preferences: Political Science and Women's, Gender and Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 21
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives
ILST Interdepartmental Electives
PSCI Political Theory Courses
WGSS Theory Courses

Not Offered Academic Year 2017
LEC  

PSCI 238(F) Economic Liberalism and Its Critics
Crosslistings: POEC 250/ECON 299/PSCI 238
Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx, and John Stuart Mill; and the reformist ideas of John Stuart Mill and John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; intergenerational equity and climate change; economic nationalism and new trade theory; behavioral economics; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

Class Format: lecture/discussion
PSCI 239 Science, Gender and Power
Crosslistings: PSCI 239/WGSS 238
This course considers debates in feminism about the relationship between science, gender and power in politics. On the one hand, shifting ideas about gender have challenged the origins of the sciences themselves. For example, some feminists argue that science has historically been premised upon a view of women as objects, not subjects, of knowledge. On the other hand, shifting ideas about science have strongly influenced the development of feminist theory and practice: for example, debates about reproductive rights are often couched in terms of a conflict between reliable scientific knowledge of embryos, STDs, etc. and an unscientific, patriarchal worldview. Do science and technology serve to transform or reinforce power imbalances based on gender, race, and sexuality? Should feminist theory embrace objectivity and model itself upon scientific procedures of knowledge production? Or should feminists reject objectivity as a myth told by the powerful about their own knowledge-claims and develop an alternative approach to knowledge? What is "objectivity" anyway, and how has this norm changed through history? What kinds of alternatives to objectivity exist, and should they, too, count as "science"? Rather than treating science as a monolith, we will endeavor to understand the implications of various sciences—as practiced and envisioned in various, historically specific situations—for gender and politics. Readings may include texts by Rene Descartes, Andreas Vesalius, Londa Schiebinger, Anne Fausto-Sterling, Helen Longino, Nancy Harstock, Sandra Harding, bell hooks, Donna Haraway, Mary Hawkesworth, and Octavia Butler.

Class Format: seminar
Requirements/Evaluation: three 5- to 7-page papers and class participation
Prerequisites: none
Enrollment Preferences: Political Science majors and Women's, Gender and Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 21
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives
POEC Required Courses

Fall 2016
LEC Section: 01 MR 02:35 PM 03:50 PM Instructors: Jon Bakija, James Mahon

PSCI 240 Theories of Comparative Politics
This course deals with the concepts that organize much of the contemporary study of comparative politics. The course discusses the purposes of states, the origins of capitalism, the relationship of states to capitalism, the connection between identities, cultures, and states, and the definition and nature of power. The readings include Alexis de Tocqueville, Karl Marx, Max Weber, Karl Polanyi, Barrington Moore, Michel Foucault, and Edward Said.
Class Format: lecture/discussion
Requirements/Evaluation: three papers
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Other Attributes: PSCI Comparative Politics Courses

Not Offered Academic Year 2017
SEM Instructor: Laura Ephraim

PSCI 246 Political Power in Contemporary China
Crosslistings: PSCI 246/AFR 256
This course provides an introduction to the politics of contemporary Africa, emphasizing the diversity of African politics. It seeks to challenge the widespread image of African politics as universally and inexplicably lawless, violent, and anarchic. We begin by examining the colonization of Africa, nationalist movements, and patterns of rule in the first 30 years of independence. From there, we analyze the causes, achievements and limitations of the recent wave of political liberalization across Africa. We then consider patterns of economic development in Africa. Finally, we examine China's growing expansion into Africa and ask whether this is a new colonialism.
Class Format: lecture/discussion
Requirements/Evaluation: class discussion, four short papers and final exam
Prerequisites: none
Enrollment Preferences: sophomores, Political Science majors and Africana Studies concentrators
Enrollment Limit: 35
Expected Class Size: 30
Distributional Requirements: Division 2
Other Attributes: GBST African Studies Electives
POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses

Spring 2017
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Ngonidzashe Munemo

PSCI 247(F) Political Power in Contemporary China
The People's Republic of China presents us with two grand political narratives: socialism and democracy. In the Maoist era, a distinctive understanding of socialism, which claimed to be a more genuine democracy, brought hope and, ultimately, tragedy to hundreds of millions of people. In the post-Mao era, Chinese politics has been driven by the need to redefine socialism in the wake of the world-historic calamities of the Great Leap Forward and the Cultural Revolution and, more recently, the end of the Cold War. The state cannot simply give up the socialist myth because without it the rationale for Communist Party hegemony evaporates. But China's rulers cannot avoid political reform, both ideological and institutional, because to do so heightens the legitimacy crisis born of Maoist failures. Within this context has emerged the contemporary Chinese democracy movement which, in all of its complexity, looks to both socialist discourse and Western practice to create a new politics that checks tyrannical abuses of state power and engenders a civil society. What is Chinese democracy now? What are its prospects and what is its relationship to the ideas of socialism?
Class Format: lecture/discussion
PSCI 248T The USA in Comparative Perspective (W)

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; nationalism and national identity; war and state-building; American exceptionalism and Hegemony in the global political economy; transnational political institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.) Along the way, we also read short descriptive accounts by foreign observers, from TOCQUEVILLE to José Martí, Max Weber, and Sayyid Qutb.

Class Format: tutorial; a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: sophomores

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora

PSCI American Politics Courses

PSCI Comparative Politics Courses

Not Offered Academic Year 2017

TUT Instructor: James Mahon

PSCI 249 From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa

Crosslistings: PSCI 249/GBST 249

As AIDS in African countries grew from a few cases in the mid-1980s to more generalized levels by the mid-1990s, government policy varied widely. Consider that while Kenyan medical officials denied the existence of AIDS (insisting that this fourth disease reported in the press was due to skin cancer), in Senegal, President Diouf openly acknowledged AIDS and launched a national prevention and control program. South African President Mbeki and his health minister questioned whether HIV causes AIDS and suggested a garlic, beetroot, and lemon concoction as treatment, while in Uganda, President Yoweri Museveni developed a successful home-grown ‘Zero Grazing’ campaign. Why did some African governments respond early and aggressively to AIDS, while others did essentially the opposite? What has worked and what hasn’t in the fight against AIDS in African countries? Has political liberalization improved the responsiveness of African governments to AIDS? In this course we aim to better understand how politics and social factors shaped African countries’ responses to AIDS.

Class Format: lecture

Requirements/Evaluation: active participation in class discussions, 4 short papers (4-5 pages), and a final project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: at least one PSCI course or Introduction to Public and Global Health (ANTH 105, INTR150, PHLH150)

Enrollment Preferences: Political Science majors, Public Health concentrators and Global Studies concentrators, in that order

Enrollment Limit: 30

Expected Class Size: 20

Distributional Requirements:

Division 2

Other Attributes:

GBST African Studies Electives

PHLH Decision-Making by Institutions + Individuals

Not Offered Academic Year 2017

LEC Instructor: Ngonidzashe Munemo

PSCI 252(F) Pillars of Apartheid—Race and Ethnicity in South Africa

Crosslistings: GBST 252/PSCI 252

A fundamental liberal tenet is that a person is, first and foremost, an individual and everything else about a person follows from that. In contrast, for South Africa’s apartheid ideology, a person was primarily a member of a group (racial or ethnic) and this fact alone, defined a person’s status in society. As a result, South Africa under apartheid was characterized by a four-fold classification of citizens based on race and ethnicity. In the first place, there was a broad division between blacks and whites. In addition, blacks were further sub-divided into a hierarchical structure of ‘coloureds (mixed race), Asians (largely of Indian origins) and Africans (indigenous blacks). This hierarchy defined one’s political and economic status. Blacks were further subdivided into 9 “tribal” groups. There was political and economic advantage in a descending order, to each group of whites, coloureds, Indians and Africans. This course explores this fundamental principle and its theoretical and practical implications for the South African society. It begins with an analysis of conceptions of race and ethnicity according to various actors in the country. The main thrust of the course is two-fold, namely, the practical application of this principle in the country’s political, social and economic policies as well as the response of the oppressed through their liberation movements.

Class Format: lecture
distributional requirements:

Prerequisites: four short papers and a final exam

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements:

Division 2

Other Attributes:

GBST African Studies Electives

Fall 2016

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: George Crane

PSCI 254 Democracy in Comparative and Theoretical Perspective

This course deals with what democracy means and how it is achieved. It begins by weighing competing definitions of democracy focusing on two kinds of questions. Is “democracy” a procedure or a substance and what is the relationship between democratic government and market economies? After addressing general theoretical issues, the course will consider what is meant by democracy in the United States, Latin America, South Africa, and the Arab world.

Class Format: seminar/lecture

Requirements/Evaluation: one 3-page paper, one 5- to 7-page paper, and one 10-page project

Prerequisites: none

Enrollment Preferences: Political Science majors

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements:

Division 2

Other Attributes:

POEC Comparative POEC/Public Policy Courses

PSCI Comparative Politics Courses

Not Offered Academic Year 2017

SEM Instructor: Michael MacDonald

PSCI 261(F) The United States and the World, 1914 to the Present

Crosslistings: HIST 263/PSCI 261/LEAD 261

This course explores America’s engagement with the world from 1914 to the present. The First World War ushered in a new era for U.S. foreign relations. The self-identified isolator became a principal player on the world stage and by the end of the Second World War emerged as one of the two global superpowers, poised to compete with the Soviet Union in a protracted Cold War. After the Soviet Union collapsed in 1991, some spoke of the United States as a “hyperpower,” but how it should exercise its unrivalled power was far from clear. Through a mixture of lecture and discussion, this course introduces students to the key events of America’s most powerful century and to the new wave of scholarly literature being written about the United States and the World. Readings will reflect current trends in the sub-field, which focuses not only on high-level diplomacy, but also on a range of other factors that influence foreign relations, including ideology, race, gender, culture, domestic politics, and the roles of individual personalities.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, short papers, a midterm exam, and a final exam

Prerequisites: open to all

Enrollment Limit: 40

Expected Class Size: 25-30

Distributional Requirements:

Division 2

Other Attributes:

HIST Group F Electives - U.S. + Canada

LEAD American Foreign Policy Leadership

Fall 2016

LEC Section: 01 MR 02:35 PM 03:30 PM Instructor: Robert McMahon

PSCI 262(F) America and the Cold War

Crosslistings: PSCI 262/LEAD 262/HIST 261

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the
Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion

Requirements/Evaluation: one medium length paper, paper in-class midterm and final exam, and one set of short essays

Prerequisites: none; PSCI 202 is recommended but not required

Enrollment Preferences: Political Science majors and Leadership Studies concentrators

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 2

Other Attributes: LEAD American Foreign Policy Leadership

PSCI International Relations Courses

Fall 2016

LEC Section: 01  TF 02:35 PM 03:50 PM  Instructor: Robert McMahon

PSCI 263 America and the Vietnam War (W)

Crosslistings: PSCI 263/LEAD 242

Every American president from Franklin Roosevelt to John F. Kennedy sought to avoid a commitment of ground forces to Vietnam. Lyndon Johnson also feared the consequences of a massive American commitment, but he eventually sent over half a million men to Vietnam. Richard Nixon hoped to conclude a peace with honor when he assumed the presidency, but the war lasted for another four years with many additional casualties. This course examines the complex political processes that led successive American presidents to get involved in a conflict that all of them desperately wanted to avoid. We will examine both the international and domestic context of the war, as well as pay close attention to both South and North Vietnamese perspectives on the war. In addition, we will examine the long-standing arguments among both historians and political scientists over how to explain and interpret the longest and most controversial war in American history.

Class Format: seminar

Requirements/Evaluation: two 7-page papers, one 8- to 10 page paper, and active class participation

Prerequisites: none

Enrollment Preferences: sophomore and junior Political Science majors and Leadership Studies concentrators

Enrollment Limit: 35

Expected Class Size: 19

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: LEAD American Foreign Policy Leadership

PSCI International Relations Courses

PSCI 264 Politics of Global Tourism

A decade ago, tourism passed oil to become the world’s most valuable export. This arguably frivolous activity accounts for more than 10% of global GNP, and employs an enormous number of people. Tourism accounts for most of the revenue that the poorest countries receive; meanwhile, presidents and prime ministers of nuclear-capable countries beg on TV for visitors. Where are the politics in this vast, complicated industry and why is no one paying attention? This class explores various types of tourism, asking what happens in a tourist encounter, who benefits, who loses, and what changes. We will examine cases—Antigua vs. Auschwitz, Angkor Wat vs. Alaska—to help us understand the process from the points of view of the tourists, the toured-upon, and the governments and international organizations that oversee this industry. Our readings range from academic anthropology, economics, political science, and sociology (MacCannell, Veblen) to magazine accounts (Kincaid, Krakauer).

Class Format: lecture/discussion

Requirements/Evaluation: two essays, one major presentation with accompanying write-up, active and constructive class participation

Prerequisites: none

Enrollment Preferences: Political Science majors

Enrollment Limit: 30

Expected Class Size: 30

Distributional Requirements: Division 2

Other Attributes: PSCI International Relations Courses

Not Offered Academic Year 2017

LEC Instructor: Cheryl Shank

PSCI 265 The International Politics of East Asia

This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the sun? Will Japan continue to live as a nation with enormous economic power but limited military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? What should be done to dissuade the authoritarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asian international politics.

Class Format: lecture/discussion

Requirements/Evaluation: midterm exam, team debate, take-home final exam, class participation and other assignments

Prerequisites: none

Enrollment Preferences: Political Science and Asian Studies majors

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other Attributes: POEC International Political Economy Courses

PSCI International Relations Courses

Not Offered Academic Year 2017

LEC Instructor: George Crane

PSCI 266 The United States and Latin America

This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of US-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War, with some emphasis on the latter. We consider how this history confirms or undermines influential views about US foreign relations and about international relations generally. We also compare historical US foreign policy toward the hemisphere to current policy globally. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America, economic integration, the war on drugs, immigration, and border security. At the end we reconsider current US policies, in view of the economic and political evolution of Latin America, in historical context.

Class Format: lecture/discussion, with more lecture in the first half, more discussion and several in-class debates in the second quarter

Requirements/Evaluation: a map quiz, a 5-page midterm paper; one 4-page policy paper; and either a second policy paper and the regular final exam, or a midterm-length (10-page) research paper and an abbreviated final exam

Prerequisites: none

Enrollment Preferences: Political Science majors

Enrollment Limit: 35

Expected Class Size: 35

Distributional Requirements: Division 2

Other Attributes: GBST Latin American Studies Electives

LAT5 Countries of Origin + Transnationalism Elect

LEAD American Foreign Policy Leadership

PSCI International Relations Courses

Not Offered Academic Year 2017

LEC Instructor: James Mahon

PSCI 268 Israeli Politics

This is an introductory course on Israeli politics. Approaching questions historically, it discusses the evolution of Zionism before and after the founding of Israel, the immigration and assimilation of Jews from Arab states, and the changes in Israeli politics and society introduced by the acquisition of the West Bank and the ensuing occupation and settlements. The course also will address Israel’s foreign policies, including its relationship with the USA, and the conflict with Palestinians.

Class Format: lecture

Requirements/Evaluation: two papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Political Science majors

Enrollment Limit: 25

Expected Class Size: 19

Distributional Requirements: Division 2

Other Attributes: GBST Middle Eastern Studies Electives

POEC Comparative POEC/Public Policy Courses

PSCI Comparative Politics Courses

Not Offered Academic Year 2017

LEC Instructor: Michael MacDonald

PSCI 271 Religion and the State

Crosslistings: REL 214/PSCI 271

The First Amendment of the U.S. Constitution begins: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.” With this formulation of “religion,” was “religion” as a concept in political theory. Particular attention will be given to the modern
liberal tradition and its critics. Coverage will range from modern classics to
modern social thought. Coverage will range from modern classics to

Class Format: seminar
Requirements/Evaluation: class participation, two short papers, a midterm
take-home exam, and a final take-home exam
Prerequisites: none
Enrollment Preferences: Religion majors, those interested in being Religion
majors, and Political Science majors concentrating on Political Theory
Enrollment Limit: 30
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: JLT Interdepartmental Electives
Not Offered Academic Year 2017
SEM Instructor: Jeffrey Israel

PSCI 273 Politics without Humans?
Crosslistings: PSCI 273/ENVI 273
Are human beings the only beings who belong in politics? And is political
involvement a unique or defining aspect of what it means to be human? Such
questions are increasingly complex as the boundaries of "the human" become
blurred by the rise of artificial intelligence, robotics, and brain implants; shifting
attitudes towards both animal and human bodies; and the automation of
economic and military decisions (buy! sell! attack! retreat!) that used to be the
prerogative of human actors. How do visions of politics without humans and
humans without politics impact our thinking about longstanding questions of
freedom, power, and rights? Can and should the link between humans and
politics survive in an age in which "posthuman" or "transhuman" entities
become central characters in the drama of politics? This class will consider
these questions through readings, films and artifacts that bring political theory
into conversation with science fiction, popular literature on the so-called
"singularity" (the merger of humans with computers), science and technology
studies, evolutionary anthropology, "new materialist" philosophy, and feminist
theory.
Class Format: lecture/seminar
Requirements/Evaluation: class participation, three 6- to 8-page papers
Extra Info: please note that this is an introductory-level course with no
prerequisites. First year students and those with no background in political
theory are welcome, as are more experienced students
Prerequisites: none
Enrollment Limit: 75
Expected Class Size: 35
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives
ENVI Environmental Policy Electives
ENVP PT-L Group Electives
ENVP SC-B Group Electives
PSCI Political Theory Courses
Not Offered Academic Year 2017
LEC Instructor: Laura Ephraim

PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes
Crosslistings: ENVI 283/PSCI 283
Since consumers were first introduced to the promise of "better living through
chemistry," society has had to wrestle with the impacts, often far removed in
place and time, resulting from a rapid proliferation of hazardous chemicals and
wastes. Policy responses, be they at the local, national or global scale, are
often limited to reactionary efforts to counter releases into the environment,
are constrained by the prevalent use of the technologies in question, and
further bring to the fore key challenges of environmental justice and risk
management.
How then are we to regulate DDT without adversely affecting our fight against
mosquito-borne malaria? How might we preserve the ozone layer while still
maintaining the benefits of food preservation through refrigeration? How can we
reap the benefits of the electronic age without condoning the steady flow of
electronic waste affecting workers' health and environments in developing
countries? Emphasis will be placed on understanding the politics that bring about,
and allow us to address, these problems. We will be examining in
particular novel policy responses, including Europe's precautionary safe use
law, citizen science initiatives and consumer-driven certification schemes.
Class Format: seminar
Requirements/Evaluation: participation, several smaller assignments, and a
final research project
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Policy & Environmental Science
majors, Environmental Studies concentrators, and Political Science majors
Enrollment Limit: 19
Expected Class Size: 15

PSCI 285(F) The Revolutionary Generation: Galaxy of Leaders
Crosslistings: LEAD 285/PSCI 285/HIST 354
The American Revolution produced a galaxy of brilliant politicians, statesmen,
and military leaders of extraordinary courage, intellect, creativity, and
character. Washington, Hamilton, Jefferson, Madison, Adams. In this seminar,
we will study their astounding accomplishments—a successful war of
independence, a Constitution and Bill of Rights, enduring democratic political
institutions, and a nascent party system. But mostly we will focus on their ideas,
for they were thinking revolutionaries. We will examine in depth and in
detail their superb writings, their letters and speeches as well as Madison's
and Hamilton's Federalist essays. We will also read recent interpretations of
the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and
others.
Class Format: seminar
Requirements/Evaluation: evaluation based on three papers, several class
presentations, and active participation in all discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: none; courses in Leadership Studies or Political Theory or
early American History are very helpful for admission to this seminar
Enrollment Preferences: students with a background in Leadership Studies,
American History or American Political Science
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada
HIST Group P Electives - Premodern
LEAD American Domestic Leadership
LEAD Facets or Domains of Leadership
Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Susan Dunn

PSCI 291T American Political Events (W)
Scandals. Wars and assassinations. Contested elections, Supreme Court
decisions, and constitutional amendments. As large as they loom in our daily
experience and our historical memory, these sorts of events—concrete,
discrete things that happen in and around the political world—are often
underestimated as catalysts of political change. Indeed, in the study of
American political development, we often look to complex processes and
underlying causes as explanations for how and why ideas, institutions, and
policies both emerge and evolve. Yet for all our focus on long-term and subtle
causal mechanisms, events often serve as political turning points in ways that
vary over time, last for extended periods of time, and are not always entirely
predictable at the time. Beginning from the presumption that change often has
proximate as well as latent causes, this tutorial focuses on events as critical
curriculums in American politics. Our concern with these events is not with
why they happened as or when they did but, rather, with how they altered
the American political order once they did—with how they caused shifts in political
alignments, created demands for political action, or resulted in a reordering of
political values. Over the course of the semester, we will look at ten different
types of events, ranging from those that seem bigger than government and
politics (economic collapse) to those that are products of government and
politics (landmark policy initiatives), in each instance juxtaposing two different
categories of a particular category of event. In so doing, we will seek to use
controversial and consequential moments in American politics as a window
into deeper questions about political change and the narratives we tell about it.
Class Format: tutorial
Requirements/Evaluation: five 5-to 7-page essays, five 2- to 3-page
critiques, and a final 4-page reflection
Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: none
Enrollment Preferences: first-years and sophomores considering a major in
Political Science
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PSCI American Politics Courses
Not Offered Academic Year 2017
TUT Instructor: Justin Crowe
PSCI 292(S) Threats to the Republic: Politics in Post-Obama America
When Barack Obama’s successor assumes office in January 2017, he or she will be asked to govern an America that is out of sorts. Economic inequality on a level not seen in over a century, Terrorist attacks at home and abroad, Escalating racial violence in cities, Protests against cultural insensitivity on campuses. Social unrest over the definition of American morality and over who counts as an American. Ideological polarization that regularly brings the government to a standstill and periodically threatens financial ruin. Looming environmental catastrophes capable of provoking humanitarian crises. To what extent do these calamities pose new, existential threats to the republic? And is there anything that can be done to stop or slow them? This course interrogates many peers that pundits and activists tell us we should worry about in 21st century America. In examining these issues, we will seek not only to understand the contours of the potentially dramatic political changes that some say are unfolding but also to put these issues into historical context so that we may draw lessons from the crises of the past. Ultimately, our goal is to determine how worried we should be—and what, precisely, we should be worried about—as a new era of American leadership begins.

Class Format: lecture
Requirements/Evaluation: five 5-page essays, one presentation, and active class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first year and sophomores
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses

Spring 2017
LEC Section: 01   M 07:00 PM 09:40 PM   Instructors: Justin Crowe, Nicole Mellow

PSCI 293(S) Leadership and Political Change
Crosslistings: LEAD 292/PSCI 293
Secondary Crosslisting
This course will explore the foundations of effective political leadership—both transformational and evolutionary. It will balance theory and practice, case studies and student exploration to better understand how political change and policy reform is enacted in a representative democracy. The course will be concentrated on several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.

Class Format: lecture
Requirements/Evaluation: five 5-7 page analytic essays, final exam, and active class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: LEAD concentrators and PSCI majors
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM   Instructor: Chris Gibson

PSCI 294 Contemporary Russian Culture and Politics
Crosslistings: RUS 244/GBS Y 244/COMP 224/PSCI 294
This course explores contemporary Russian society and politics through an analysis of literary works and films of post-Soviet Russia. We will study the social and political settings of particular plots and opportunities not only in fiction but in the real lives of Russians. In addition to novels and short stories by some of the best contemporary Russian authors, we will read scholarly materials explaining the social and political trends characteristic of Russia’s post-socialist transformation under Boris Yeltsin and Vladimir Putin’s leadership. All course readings will be in English. Knowledge of Russian is not required.

Class Format: lecture
Requirements/Evaluation: short response essays; final exam; class participation
Prerequisites: none
Enrollment Preferences: students majoring in Russian, Global Studies, Political Science, History
Enrollment Limit: none
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RUS; meets Division 2 requirement if registration is under GBST or PSCI
Distributional Requirements: Division 1

Not Offered Academic Year 2017
LEC   Instructor: Baktugul Aliev

PSCI 301(F) Environmental Politics and Policy (W)
Crosslistings: ENVI 309/HSCI 309/SCST 309/PSCI 301
This course will provide an overview of environmental policy-making, with an emphasis on the ways in which policies are developed and implemented at the local, state and national level. Special attention will be paid to the variety of actors that shape environmental outcomes, including legislators, administrators, the science community, civil society and the private sector. Following an examination of different models of environmental policy-making, the course concludes with an in-depth look at each of these models in several case studies, including on the management of public lands, air and water pollution, climate change and endangered species protection.

Class Format: seminar
Requirements/Evaluation: evaluation is based on several shorter writing assignments, a semester-long research project, and participation
Prerequisites: ENVI 101 or permission of instructor
Enrollment Preferences: Environmental Policy & Environmental Science majors & Environmental Studies concentrators; but other students interested in public policy are welcome
Enrollment Limit: 19
Expected Class Size: 19

LEC Section: 01   M 07:00 PM 09:40 PM   Instructors: Justin Crowe, Nicole Mellow

PSCI 305T Challenges Of Knowing
Although we may be mistaken about something we have ourselves experienced, we often take direct experience to be valid on its face. How do we know about events that occurred outside our ken? The distinction between knowledge as truth, based on direct knowledge, and mere opinion unhinged from direct observation, has a long lineage. The concern for how we know something to be true has given birth to the field of epistemology, the study of truth and how best to obtain and represent it. The tutorial will consider the modes of truth and the tools used in a variety of case studies from the Holocaust. How can we, who have had no direct experience, nor memories, of the events of the Holocaust, come to know it?
There is a wide variety of ways of seeking and representing truth: memoir, testimony, documents of the time, oral history, each derived directly from participants. There are also accounts given by non-participants: documentary producers, journalists, historians, sociologists, and others using the tools of their disciplines. Each of these have different ways of generating an understanding and each brings some attendant standards to distinguish true from falsity (e.g., memoirs can be self-serving or self-effacing, even complete mis-representations; historians and journalists need to be able to tell whether a document is real or is a forgery).

Class Format: tutorial
Requirements/Evaluation: typical tutorial format
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: seniors, Political Science majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2

Not Offered Academic Year 2017
TUT   Instructor: George Marcus

PSCI 308 From Welfare to Nanny to Surveillance? The Politics of the American State (W)
Ronald Reagan’s announcement in 1981 that “government is not a solution to our problems, government is the problem” has defined American politics for nearly three decades. Skepticism of government has deep roots and strong resonance throughout American political history, yet in many ways the American state has grown steadily larger and stronger. This course explores this conundrum by examining the American state, and its growth, in various arenas. We will assess traditional theories about the weak American state in the light of arguments about the state as: regulator of family and “private” life, insurer of security, and arbiter of the acceptable uses of violence and surveillance.

Class Format: seminar
Requirements/Evaluation: several short papers on class readings and a longer, 15-20 page paper with oral presentation
Prerequisites: at least one class in American politics
Enrollment Preferences: Political Science majors
Enrollment Limit: 14
Expected Class Size: 14
American political life in the twenty-first century? With Tocqueville as a guide

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his book Democracy in America in 1835, "that in America I saw more than America. I sought to understand the image of democracy itself, its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide, we will think about political ethnography, this course investigates four central elements of political life—religion, education, difference, and crime and punishment—that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political history, theoretical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience—the character and challenges—of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

Class Format: discussion

Requirements/Evaluation: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation.

Extra Info: may not be taken on a pass/fail basis.

Prerequisites: a previous course in American politics or Political Theory or permission of instructor

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 2

Other Attributes: AMST Space and Place Electives

Division 2

Other Attributes: PSCI American Politics Courses

Spring 2017

LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: George Marcus

PSCI 311 Congress (W)

Crosslistings: PSCI 311/LEAD 311

In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote or hinder the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

Class Format: seminar

Requirements/Evaluation: class participation, several short papers, research paper

Extra Info: American Politics Subfield; Research Skills Course

Prerequisites: PSCI 201 or permission of instructor

Enrollment Limit: 14

Expected Class Size: 14

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: LEAD Facets or Domains of Leadership

PSCI American Politics Courses

POEC U.S. Political Economy + Public Policy Course

PSCI Research Courses

POEC U.S. Political Economy + Public Policy Course

Not Offered Academic Year 2017

SEM Instructor: Nicole Mellow

PSCI 310 Problems and Progress in American Democracy

Crosslistings: PSCI 309/LEAD 309

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his book Democracy in America in 1835, "that in America I saw more than America. I sought to understand the image of democracy itself, its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and processes animate American political life in the twenty-first century? With Tocqueville as a guide, we will think about political ethnography, this course investigates four central elements of political life—religion, education, difference, and crime and punishment—that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political history, theoretical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience—the character and challenges—of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

Class Format: discussion

Requirements/Evaluation: two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation.

Extra Info: may not be taken on a pass/fail basis.

Prerequisites: a previous course in American politics or Political Theory or permission of instructor

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 2

Other Attributes: AMEX Experiential Education Courses

JLST Interdepartmental Electives

LEAD American Domestic Leadership

LEAD Facets or Domains of Leadership

PSCI American Politics Courses

Not Offered Academic Year 2017

LEC Instructor: Justin Crowe

PSCI 310(S) Political Psychology

Crosslistings: PSCI 310/PSYC 345

What kinds of politics are humans capable of engaging to govern themselves? For millennium political philosophers have asserted different foundational claims about "human nature" that in turn led them to their vision of politics. For example, the enlightenment thinkers held that science and technology would strengthen rationality and thereby making democracy more viable. On the other hand, those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of rationality and of self-rule and should therefore accept rule by their betters (previously nobility, now representatives). But in its current form is very influenced from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

Class Format: lecture/discussion

Requirements/Evaluation: a midterm, a term paper, and a final exam.

Prerequisites: a PSCI elective at the 200 or 300 level OR PSYC 101, 212, 221, 232, 242, 251, or 300-level course

Enrollment Preferences: political science and psychology majors

Enrollment Limit: 35

Expected Class Size: 13

Distributional Requirements:
PSCI 314 Leadership in American Political Development (W) Crosslistings: PSCI 314/LEAD 314 From the Founding to the present, the American political order has undergone incredible, cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)—and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that individual leaders have played in driving change. We will examine when and how individual agency and leadership has mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor demands, and social conservatism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"—or, unlike other countries—as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

Class Format: research seminar
Requirements/Evaluation: several short essays, weekly writing assignments, and a longer research paper with presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: previous course in American politics or American history
Enrollment Preferences: Political Science majors and Leadership Studies Concentrators
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
LEAD Facets or Domains of Leadership
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses

Not Offered Academic Year 2017
SEM Instructor: Nicole Mellow

PSCI 315 Parties in American Politics (W) Political parties have played a central role in extending democracy and organizing power in the United States, yet their worth is a continuing subject of debate. In one ideal formulation, parties not only link citizens to their government, they also provide the cohesiveness and unity needed to govern in a political system in which power is widely dispersed. But there is also an American tradition of antipathy toward parties. They have been criticized by some for inflaming divisions among the people and for grid-locking the government. For others, political parties fail to offer citizens meaningful choices; the Republican and Democratic parties are likened to a choice between "two fiddles and two-headed lem." This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. How have the parties changed over time?
Throughout the course, we will explore questions such as: What constitutes a party? How have the parties changed over time? For whom do they function? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? We will seek answers to these questions both in seminar discussion and through substantial independent research projects.

Class Format: seminar
Requirements/Evaluation: weekly writing assignments, two 5-page papers, one 15- to 20-page paper, class presentation, and class participation
Prerequisites: PSCI course at the 200 or 300 level or permission of instructor
Enrollment Preferences: Political Science majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
POEC U.S. Political Economy + Public Policy Course
PSCI American Politics Courses
PSCI Research Courses

Not Offered Academic Year 2017
LEC Instructor: Nicole Mellow

PSCI 316(S) Policy Making Process (W) Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does it mean the policy is necessarily bad? Can we get rid of politics in policy making or improve on it somehow? What would "politics as usual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?

Class Format: seminar
Requirements/Evaluation: several short papers, research paper, class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
PSCI American Politics Courses

Spring 2017
PSCI 325(S) International and Transitional Justice (W)
Crosslistings: PSCI 325/JLST 402
Before the 1990s, the world saw only occasional, discrete war crimes trials after specific war catastrophes. In the last two decades, trials expanded dramatically in number, scope, and philosophy. Separate Ad Hoc Tribunals for crimes in Yugoslavia and those in Rwanda, in Sierra Leone and in Cambodia are giving way to a permanent International Criminal Court, which has begun to try individuals and codify its jurisdiction. The UN Security Council, alongside national governments, decides on legitimacy and punishment. At the same time, worries about residual impunity or the effect that punishment might have on societies’ futures has led to the development of national and social courts, as well as national military tribunals, to complement those at the international level. Meanwhile, national activists look to international apologies and reparations for models of what to demand. Examples Models cut of internationalized transitional justice abound. This capstone seminar examines the intent, process, meaning and consequence of these new institutions, particularly in terms of national constitutions, international law, and principles of justice.

Class Format: seminar
Requirements/Evaluation: four papers, longer final paper, class participation
Prerequisites: Political Science major or permission of instructor
Enrollment Preferences: Political Science majors concentrating in International Relations
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements:
Writing Intensive
Other Attributes:
PSCI International Relations Courses
PSCI Research Courses

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Cheryl Shanks

PSCI 327(F,S) Leadership and Strategy (W)
Crosslistings: PSCI 327/LEAD 327
This course focuses on the role of leaders and statecraft in international relations. In particular, this course examines the relationships between political and military objectives. The aim is to identify and analyze the principal structural and situational constraints—both foreign and domestic—that limit leaders’ freedom of action, and which they must manage effectively to achieve their diplomatic and military goals. The course integrates theoretical perspectives related to a range of international security issues—including the causes of war, alliance politics, nuclear strategy, deterrence, coercion, reassurance, misperception, and credibility concerns—with illustrative case studies of decision-makers in action. The basic structure of the class is interdisciplinary; the goal of this approach is to utilize key conceptual arguments to gain greater leverage for the examination of major historical decisions in national security policy. Students will be asked to analyze and evaluate the strategic choices we examine, as well as the processes by which they were reached. The primary objective of the course is for students to improve dramatically their understanding of the role of leaders and strategic choice in international relations.

Class Format: seminar
Requirements/Evaluation: students will be evaluated based on their participation in class, an midterm examination, and a final research paper, roughly 20-25 pages in length
Prerequisites: none
Enrollment Preferences: Political Science Majors and Leadership Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Writing Intensive
Other Attributes:
PSCI International Relations Courses

Fall 2016
SEM Section: 01 Cancelled

Spring 2017
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Galen Jackson
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relationship between justice and equality, and what do we owe one another in a deeply divided world? Course readings will engage your thinking on the central debates in moral philosophy, normative approaches to international political economy, and grassroots efforts to secure justice for women and other severely disadvantaged groups. Key theorists include Amartya Sen, Martha Nussbaum, John Rawls, Thomas Pogge, Nancy Fraser, Paul Farmer, Vandana Shiva, Majid Rahneema, and Enrique Dussel.

Class Format: discussion
Requirements/Evaluation: oral presentation and three papers (3 pages, 7 pages and 8-10 pages)
Prerequisites: at least one course in political theory or philosophy or permission of instructor
Enrollment Preferences: Political Science majors and concentrators in Political Theory
Enrollment Limit: 19
Expected Class Size: 14
Distributional Requirements: Division 2
Other Attributes: ENVP SC-B Group Electives
JLST Theories of Justice/Law
LGST Interdepartmental Electives
PSCI Political Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Nimu Njoya

PSCI 335(F) The Birth of Biopower
Michel Foucault famously invented the concept of biopower. Looking at modernity, he saw two forms of biopower. First, the "anatomo-politics" whereby we discipline our bodies to work in institutions like factories, schools and armies in order to maximize profits and productive and destructive capacities. Second, the "biopolitics" of population whereby governments manage the births, deaths and health of populations in order to maximize power. Biopower is an increasingly important concept as we witness the rise of biometric security mechanisms, cyborg war-fighting technologies, the Human Genome Project and genetically modified organisms. But when exactly did biopower begin? In this course we revisit the birth of biopower in the classical Greek world, the theories of Plato and biopower in Sparta (especially Spartan eugenics and war-fighting), as we explore work by Foucault and other theorists of biopower today.
Class Format: seminar
Requirements/Evaluation: class participation, e-responses, papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous work in political theory, history, philosophy, or gender/sexuality studies would be helpful, but is not required
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joshua Vander
t

PSCI 336T Freud and Psychoanalysis (W)

Crosslistings: PSCI 336/COMP 336

By any measure, Sigmund Freud was one of the most influential intellectuals of the 20th century. Although he was not explicitly preoccupied with articulating political principles and only rarely addressed questions of governance or policy, his assumptions, theories, and therapeutic techniques have fundamental implications for the basic questions of political theory—questions about, for instance, the sources of conflict and group cohesion, what ways of living are desirable and attainable, and the place of reason, desire, emotion, affect, and motive in the interpretation and explanation of human interaction. This tutorial offers an in-depth exploration of Freud's key writings and concepts, from his early work on sexuality and dreams through his final writings. While we will read some of the texts that most directly address conventional political topics, Freud generally has more to say to students of conventional politics when he is formulating his fundamental views of the psyche (of the nature and role of the unconscious, of drives, etc.), and the syllabus will reflect that view. Over the course of the semester, we will consider some scholarly commentaries on specific texts as well as critical assessments of the psychoanalytic project: as time allows, we may also engage such key later psychoanalytical thinkers as Klein, Winnicott, Lacan, and Kristeva. The preponderance of the tutorial, however, will be given over to the students' own careful reading, interpretation, and evaluation of Freud's most important writings.
Class Format: tutorial
Requirements/Evaluation: grades are based on five or six 5- to 7-page papers, five or six 1.5 page responses, and class participation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one course in political theory, literary theory, or philosophy or permission of instructor
Enrollment Preferences: Political Science majors
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under PSCI
Distributional Requirements: Division 2
Other Attributes: Writing Intensive

PSCI 337 Visual Politics (W)

Crosslistings: PSCI 337/ARTH 337

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are, at best, peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visuality were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual examples, we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include relevant excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with such fields as art history, feminism, film studies, psychoanalysis, affect theory, and cognitive science. Possible authors include Arendt, Azoulay, Bal, Barthes, Benjamin, Bruno, Buck-Morss, Butler, Clark, Connolly, Crimp, Deleuze, Elkins, Fanon, Foucault, Hobbes, Lacan, Merleau-Ponty, Mitchell, Mulvey, Noé, Plato, Rancière, Rolin, Scott, Slawinski, Sontag.
Class Format: seminar
Requirements/Evaluation: regular, engaged class participation and three 7- to 8-page papers
Prerequisites: at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor
Enrollment Preferences: Political Science and Art History majors
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
FMST Related Courses
PSCI Political Theory Courses

Not Offered Academic Year 2017
SEM Instructor: Mark Reinhardt

PSCI 338T Garveyism

Crosslistings: AFR 338/PSCI 338/LEAD 338

This course explores the life, work, political thought, and activism associated with the Jamaican Pan-Africanist Marcus Mosiah Garvey and the transnational movement—Garveyism—that Garvey ushered into the modern world. We will investigate the founding of Garveyism on the island of Jamaica, the evolution of Garveyism during the early twentieth century across the Americas and in Africa, Garveyism in Europe in the mid-twentieth century, and the contemporary branches of the Garvey movement in our own late modern times. The implications of Garvey's conflict with W. E. B. Du Bois and the subsequent clearances of Garveyism in political thought and allegiances among their respective adherents will be addressed, along with various other core issues including: the relationship between race, nation, and empire; transnationalism; the meaning of power; notions of leadership; the limitations of understanding Garveyism by the phrase "Back-to-Africa"; the moral philosophy of respect, reparation, and redemption; biblical political theory; Pan-Africanism; the impact of Garveyism on political theological movements such as the Nation of Islam and Rastafari; women in the Garvey movement; and Garveyite strategies for forging models of political solidarity in dark times.
Class Format: tutorial
Requirements/Evaluation: attendance, five 5-page essays, five 2-page critiques, and one 1-page essay for the final class
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017
TUT Instructor: Neil Roberts

PSCI 339 Politics and Aesthetics (W)

In recent years, political theorists have grown increasingly preoccupied with questions of what since the Romantic era has been called "aesthetics." In a moment of global economic crisis, amidst continuing problems of war, violence, poverty, and injustice, this concern may seem puzzling, even fundamentally misplaced. Yet just as Plato, for instance, famously connected questions of the good and the true to those of the beautiful (so that it is
anachronistic to impute to him a separation between political and aesthetic domains), some notable recent theorists claim that investigating aesthetic matters can enable us to gain a better understanding of political perceptions, ideals, aspirations, struggles, and possibilities. Among the main questions we will ask in this seminar is whether or not that claim is persuasive. Along the way, we will pay sustained attention to such matters as the role of emotion, affect, and the senses in political life, the nature of aesthetic judgment, its relationship to both political judgment and structures of power, and the similarities and differences between making art and acting politically. We will also, of course, examine what it means to call something "aesthetic," and we will think about the limits of the aesthetic as a category of analysis. Though we will regularly take up examples drawn from the worlds of art, politics, and the mass media, our central focus will be on the careful reading of philosophical and critical texts, including Kant's "Critique of Judgment" and writings from among the following authors: Adorno, Arendt, Bal, Benjamin, Burke, Cavell, Danto, Deleuze, Dickie, Felski, Freud, Hegel, Heidegger, Hume, Mill, Nietzsche, Ramachandran, Rancière, Schiller.

Class Format: seminar
Requirements/Evaluation: regular class participation, several short (1 page) response memos, one paper (6 pages) and one longer final essay (12-15 pages)
Prerequisites: open to juniors and seniors with at least one course in political theory or philosophy, or permission of instructor
Enrollment Preferences: Political Science majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Writing Intensive
Other Attributes: PSCI Research Courses, PSCI Political Theory Courses

Not Offered Academic Year 2017
SEM Instructor: Mark Reinhardt

PSCI 340 Why States Fail: Political Violence at the End of the 20th Century
This course considers the origins of political violence and state failure at the end of the 20th century. It seeks to address why there was a resurgence of political violence at the dawn of the 21st century. Toward that end, we begin by considering competing explanations of political violence (ethnicity, democratization, natural-resource endowments, and predatory elites). We then move on to the empirical section of the course in which we cover case studies of state failure in parts of Eastern Europe, Africa and the Middle East.

Class Format: seminar/discussion
Requirements/Evaluation: seminar participation, two oral presentations and a research paper
Extra Info: may not be taken on a pass/fail basis; available for the fifth course option
Prerequisites: one of the following: PSCI 201, 202, 203, 204, 229, 243, 250, 254 or the permission of instructor
Enrollment Preferences: Political Science majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 2
Other Attributes: POEC Comparative POEC/Public Policy Courses, PSCI Comparative Politics Courses, PSCI Research Courses

Not Offered Academic Year 2017
SEM Instructor: Ngonidzashe Munemo

PSCI 341 Modern Midas? Resource Abundance and Development (W)
Many academics, international nongovernmental organizations, international financial institutions, and the media assert that natural resource endowments—oil, gas, and diamonds—are like the touch of Midas. Yet consider that while mineral abundance promises to give countries a platform for prosperity, equity, and political stability, it often produces poor economic performance, weak authoritarian states, and conflict. Is there a resource curse, or is it possible for mineral rich countries to escape the modern counterparts of Midas? In this seminar we revisit the debate on the relationship between mineral wealth and development, focusing on the factors and conditions that lead some resource rich countries to fail and others to succeed.

Class Format: seminar
Requirements/Evaluation: active participation in discussions, four short theory reviews (1-2 pages), case study discussions (4-5 pages), literature review (10 pages), and a research proposal (15 pages)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one of the introduction courses (PSCI 201, 202, 203, or 204) plus at least one PSCI or POEC course
Enrollment Preferences: senior and junior majors in Political Science followed by senior and junior majors in Political Economy
Enrollment Limit: 14
Expected Class Size: 12
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: GBST Economic Development Studies Electives

POEC Comparative POEC/Public Policy Courses
PSCI Comparative Politics Courses
PSCI Research Courses

Not Offered Academic Year 2017
SEM Instructor: Ngonidzashe Munemo

PSCI 342(F) Intolerance and Justice
The array of stories from the University of Missouri, Princeton, Yale, Amherst, and Williams reflect profound confusion about the place of tolerance in, but not restricted to, higher education. We will examine two variants, social tolerance and political tolerance, and the similarities and differences between those that tolerate and those that mitigate against. Happily the empirical record covers not only the United State but also other emerging democracies and from very new democracies as well. And, all this research points to the same insight. Political tolerance is not only conceptually different from social tolerance they are empirically unrelated (that is, making people more socially tolerant is of little effect in enhancing political tolerance). Thus, the challenge is how to deal with social tolerance, which requires a focus on civility, and deal with political tolerance, which requires a focus on citizenship. As the norms of each, civility and citizenship are not comfortably aligned when and where one should take precedence over the other is one of the central questions of this course.

Class Format: seminar
Requirements/Evaluation: midterm examination and medium length research paper
Enrollment Preferences: Political Science majors
Enrollment Limit: 20
Expected Class Size: 16
Dept. Notes: American Politics, Political Theory and Comparative Politics
Distributional Requirements: Division 2
Other Attributes: PSCI American Politics Courses, PSCI Comparative Politics Courses, PSCI Political Theory Courses

Fall 2016
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: George Marcus

PSCI 343(S) Climate Change Law
Crosslistings: ENVI 340/PSCI 343
Climate change is an inescapable component not just of environmental law and policy but of all law and all policy (as well as everything else). This course looks at mechanisms for mitigating as well as adapting to climate change from both the international and domestic legal perspectives. We will study the role of treaties, national legislation and regulation, sub-national responses, and the ongoing role of litigation. And we will examine the role of the lawyer and the legal community in addressing climate change.

Class Format: seminar
Requirements/Evaluation: based on several short writing assignments; a term research project; and active participation in class
Extra Info: may not be taken on a pass/fail basis
Prerequisites: ENVI 101 or permission of instructor
Enrollment Limit: 25
Expected Class Size: 25
Dept. Notes: required course for students wishing to complete the major in Environmental Policy; satisfies the "Environmental Policy" requirement for the Environmental Studies concentration
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives, ENVI Environmental Policy, JLST Interdepartmental Electives, JLST Enactment/Applications Institutions, MAST Interdepartmental Electives, POEC U.S. Political Economy + Public Policy Course, SCST Elective Courses

Spring 2017
SEM Section: 01 M 07:00 PM 09:40 PM Instructor: David Cassuto

PSCI 344T The Political Theory of Liberal Economics (W)
This course deals with the economic and political writings of four important economists—Adam Smith, John Maynard Keynes, Friedrich Hayek, and Milton Friedman. Although all are remembered primarily as economists, they also engaged in writing political theory. This course will examine the political assumptions and implications of their economic thought and where they agree and disagree, particularly the role they assign to the state in constructing and sustaining markets. How do they conceive of the origin of markets? What role does the state play in making, shaping, and maintaining markets? Do the economists conceive of the state in similar terms and, especially, do the more libertarian economists really proceed as if markets are self-generated and spontaneous? What is it that economic theorists have the state doing? What is the implicit theory of the state?

Class Format: tutorial
Requirements/Evaluation: grades are based on five to six papers and participation
Extra Info: may not be taken on a pass/fail basis
Enrollment Limit: 10
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
TUT Instructor: Michael MacDonald

PSCI 345(F) Cosmology and Rulership in Ancient Chinese Political Thought (W)
This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese political thought. The purpose is to gain an understanding of a number of different perspectives on politics and leadership, especially Confucianism, Legalism and Taoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: The Analects, Mencius, the Daodejing, Zhuangzi, and Han Feizi.

Class Format: discussion/lecture
Requirements/Evaluation: two 5-page papers and one 15-page paper
Prerequisites: none
Enrollment Limit: 10
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
TUT Instructor: James Mahon

PSCI 346(S) Radical Theories of Political Struggle: Anti-Black Racism and the Obama Administration
Crosslistings: INTR 334/AFR 334/PSCI 346
This seminar reviews contemporary theories of "anti-black racism"; their articulation or assimilation within current political movements and mobilizations; and the influence and impact such theories—expressed in and/or as activism—have on the racial justice programs and civil rights policies of the Obama Administration.
Legal theory, "Afro-pessimism," black feminist/queer theory are forms of radical thought shaping political discourse and influencing new advocacy formations (e.g. the Black Women's Blue Print and #BlackLivesMatter); these new democracy advocates have in turn shaped the public rhetoric and policy initiatives of a black presidency as it grapples with multiculturalism and racial animus.

Class Format: seminar
Requirements/Evaluation: 1 research paper (50%); 2 presentations with summaries (40%); active engagement in class discussions (10%); Weekly student presentations consist of 15 minutes of analysis with written summaries and Q/A.
Extra Info: 1st quarter of semester: thesis and outline; 2nd and 3rd quarters: 2-page summaries integrating assigned texts into research analysis; 4th quarter: edit final paper
Prerequisites: familiarity with one of the following: critical race theory; Africana/Black studies; feminist anti-racist political movements
Enrollment Preferences: if over enrolled students will be asked to submit a paragraph on their research interest relevant to the seminar.
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joy James

PSCI 349T Cuba and the United States (D) (W)
With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colonial neighbor in the north. It begins with the political economy of the colony, then covers the Cuba-US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include the significance of Martí, sovereignty and the Platt Amendment, as well as various aspects of the communist regime: mobilizational politics; cultural expression; race and national identity; policies on gender and sexual orientation; social programs; political institutions; and the evolution of the Cuban exile community in the US. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

Class Format: tutorial; a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week
Requirements/Evaluation: five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any course on Latin America or permission of instructor
Enrollment Preferences: Political Science majors
Enrollment Limit: 10
Expected Class Size: 15
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
TUT Instructor: James Mahon

PSCI 350 Comparative Political Economy (W)
This tutorial provides an introduction to comparative political economy by focusing on an enduring puzzle: the spread of capitalism led to both transitions to democracy and dictatorship/authoritarianism. How is it that the expansion of markets led to the birth of democracy in some countries, but dictatorships in others? What, if any, is the relationship between economic development and the organization of power (regime type)? Does economic development lead to the spread of democracy? Or is economic crisis the key to understanding the conditions under which dictatorships fail? To answer these questions we read works by Moore, Lipset, Schumpeter, Przeworski, Rueschemeyer et al., Haggard & Kaufman, among others.

Class Format: tutorial
Requirements/Evaluation: five 5- to 6-page lead essays, five 1- to 2-page response papers, one 10- to 12-page revised lead essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one of the following: PSCI 201, 202, 203, 204, 229, 250, 254, 256, 333 or permission of instructor
Enrollment Preferences: Political Science and Political Economy majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
TUT Instructor: James Mahon

PSCI 351 The New Left and Neoliberalism in Latin America (W)
Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideological character of its protagonists, the neoliberal policies and philosophy it opposes, and the arena of democratic politics it now inhabits. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

Class Format: lecture and discussion, plus two seminar classes
Requirements/Evaluation: three short essays, a 1-page research proposal and a 12-page research proposal
Prerequisites: a course on Latin America and a course in ECON, or permission of instructor
Enrollment Preferences: Political Science majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
TUT Instructor: James Mahon

PSCI 354T(S) Nationalism in East Asia (D)
Crosslistings: PSCI 354/ASST 245/HIST 318
This tutorial examines the theoretical literature on nationalism, and then uses insights from those readings to study of the emergence and development of modern nationalist movements and national identities in China, Japan, Korea — both South and North — and Taiwan. It is an Exploring Diversity Initiative course and, as such, engages in explicit and critical cross-cultural...
comparisons, asking how theories of nationalism developed largely from Europe. History might need to be revised when applied to East Asia, and how experiences of nationalism and expressions of national identity vary within East Asia.

Class Format: tutorial
Requirements/Evaluation: two 5-page papers, class participation, final exam
Extra Info: may not be on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science and Asian Studies majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
GBST East Asian Studies Electives
HIST Group B Electives - Asia
POEC Comparative POEC Public Policy Courses
PSCI Comparative Politics Courses

Spring 2017
TUT Section: 01 TR 08:30 AM 09:45 AM Instructor: George Crane

PSCI 355T(S) American Realism: Kennan, Kissinger and the American Style of Foreign Policy (W)

Crosslistings: PSCI 355/LEAD 365

George Kennan is widely considered to be the author of the containment strategy that ultimately won the Cold War. Henry Kissinger served as National Security Advisor and Secretary of State. In addition to their distinguished careers in government, both men have published well-regarded and popular scholarship on various aspects of American foreign policy, international relations, and nuclear weapons. This tutorial will first examine the nature of their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will then examine their experiences as strategists and policymakers during the most crucial moments of the Cold War. One of the key questions we will seek to answer is why Kennan and Kissinger disagreed on so many important issues, ranging from the Vietnam War to the role of nuclear weapons, despite their shared intellectual commitment to Realism. Finally, we will also examine some of the more recent biographies of both men, including John Lewis Gaddis's Pulitzer prize-winning George F. Kennan: An American Life and Niall Ferguson's Kissinger: 1923-1968: The Idealist.

Class Format: tutorial
Requirements/Evaluation: five 6-page papers, five 2-page response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science majors, Leadership Studies concentrations (foreign policy track), and History majors.
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
PSCI International Relations Courses

Spring 2017
TUT Section: T1 MWF 08:30 AM 09:45 AM Instructor: James McAllister

PSCI 362T The Wilsonian Tradition in American Foreign Policy (W)

Crosslistings: PSCI 362/LEAD 362

During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.

Class Format: tutorial
Requirements/Evaluation: four papers of 7-8 pages and response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSCI 120, 202, or permission of instructor
Enrollment Preferences: Political Science majors and Leadership Studies Concentrators (Kaplan track)
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive

Other Attributes:
LEAD American Foreign Policy Leadership
PSCI International Relations Courses

Not Offered Academic Year 2017
TUT Instructor: James McAllister

PSCI 365 U.S. Grand Strategy

Crosslistings: PSCI 365/LEAD 365

This course examines how U.S. leaders have conceived of their nation's place in the world and sought to use power to achieve national objectives. We will consider military affairs, economics, and diplomacy, but the class is mostly concerned with ideas. How have leaders from James Madison to George W. Bush thought about U.S. vulnerabilities, resources, and goals, and how have those ideas influenced foreign policy decisions? How did key leaders balance competing objectives and navigate difficult international circumstances? Which leaders were successful in managing U.S. statecraft, and which were not? Which leaders developed coherent grand strategies? What lessons might we derive for our own times from studying this history? The course will sweep across American history but will not attempt to be exhaustive in any way. Rather, it will focus on certain moments that highlight changing grand strategic thought. We will carefully consider, for example, the drafting of the U.S. Constitution, continental expansion in the Manifest Destiny period, the Civil War, overseas expansion in the late nineteenth century, the presidency of Woodrow Wilson, the Second World War, and the "War on Terror." Possible texts include Hamilton, Madison, and Jay, The Federalist Papers; Alfred Thayer Mahan, The Influence of Sea Power Upon History; George Kennan, American Diplomacy; Richard Immerman, Empire for Liberty; Henry Kissinger, Diplomacy; James McPherson, Tried by War: Abraham Lincoln as Commander in Chief; and a collection of primary sources.

Class Format: seminar
Requirements/Evaluation: attendance and active participation in class; two short essays and one longer research paper (approximately 15 pages)
Prerequisites: PSCI 120 or PSCI 202 or permission of instructor
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:
Division 2

Other Attributes:
PSCI International Relations Courses

Not Offered Academic Year 2017
SEM Instructor: Douglas MacDonald

PSCI 367(S) The Politics of American National Security

Crosslistings: PSCI 367/LEAD 367

Primary Crosslisting

Liberal democracies face the challenge of establishing effective civil-military relations in order to protect and promote their cherished way of life while preserving civilian control of the armed forces. A lot is at stake in getting it right—everything from national survival to the preservation of liberty. In the process, countries must decide on policies for the armed forces: should they be focused on winning wars or on preparing society for peace? Should they be focused on being feared or on being trusted? In this course, we will examine a complex range of international, civil-military relations are explored to set the conditions for students to assess a country's foreign policy and to make informed decisions about the use of military force to achieve political ends. The course concludes with a section on the future of American civil-military relations.

Class Format: seminar
Requirements/Evaluation: two 5-7 page analytic essays, one 12-15 page analytic essay, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: PSCI majors and LEAD concentrators
Enrollment Limit: 18
Expected Class Size: 18
Distributional Requirements:
Division 2

Other Attributes:
LEAD American Foreign Policy Leadership
PSCI International Relations Courses

Spring 2017
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Chris Gibson

PSCI 368(S) Miracle?: The Demise of the Apartheid System

Crosslistings: GBST 368/PSCI 368

In February 1990, the last apartheid President, F W de Klerk, in a major policy speech in Parliament, announced changes to the apartheid system. Until then, South Africa was locally and globally known for its racist, repressive and authoritarian political system. Four years later, the former white minority system was replaced by a democratic system in which, for the first time, the black majority could participate in a free and fair elections and enjoy rights taken for granted in many democracies. The end of apartheid and the emergency of universal franchise has been described by some commentators as a “South African miracle”. This historical process was significant for three reasons. Firstly, it was remarkable that 18 parties, all largely erstwhile enemies with very little in common, agreed to meet and map out the future of the country. Secondly, it is noteworthy that they even agreed on a common agenda. Finally, that an agreement was ultimately reached, leading to elections and the adoption of a national constitution, was in itself, short of remarkable. Was this development a miracle? What explains this atypical and very rare transfer of power from a highly privileged minority to the majority by mutual agreement? This course explores a complex range of international, regional and domestic factors that contributed to this land-mark negotiation.
process. What were the strengths and vulnerabilities of the various parties? The course concludes with the analysis of the conduct of the negotiators and the agreement reached.

Class Format: seminar

Requirements/Evaluation: research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course offering
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2
Other Attributes: Africana Studies Electives

Not Offered Academic Year 2017
SEM Instructor: Neil Roberts

PSCI 370 The Political Thought of Frantz Fanon (W)
Crosslistings: AFR 360/PSCI 370/PHIL 360/LEAD 360

Marxist critics, anthropologists, and revolutionary Fanon was among the leading critical theorists and African thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon’s political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar
Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 19
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: Afr Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2017
SEM Instructor: Mark Reinhardt

PSCI 371 Women Activists and Social Movements
Crosslistings: INTR 371/AFR 371/PSCI 371/GWSS 370

This seminar examines the role of women in “liberation movements,” it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine interdisciplinary texts, such as academic historical narratives, memoirs, political analyses, and in critical and comparative readings of mid-late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Dominillia Chungara.

Class Format: seminar
Requirements/Evaluation: attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%)
Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor
Enrollment Limit: 19
Expected Class Size: 19
Materials/Lab Fee: none
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM

PSCI 374 Shadows of Plato’s Cave: Image, Screen, and Spectacle
Crosslistings: PSCI 374/COMP 374/ARTH 505

In Book VII of the Republic, Socrates famously asks his interlocutors to picture people living in a cave, bound in chains and able to see only shadows on the wall. Thus begins the presentation of perhaps the most influential metaphor in the history of philosophy. One might even claim that when Plato deployed the metaphor in an extended allegory, he constituted the fields of both philosophy and political theory. In repeatedly examining the allegory over the centuries, later thinkers have elaborated their approaches not only to Plato but also to the nature of politics and the tasks of thinking. This class begins with the Republic’s cave and other key Platonic discussions of appearances, visual representation, and (literal and metaphoric) seeing, asking how Plato’s approaches to image, politics, and theory/philosophy shape each other. Building on those inquiries, we next take up important twentieth and twenty-first century returns to the cave, engaging such figures as Heidegger, Strauss, Arendt, Derrida, Irigaray, Rancière, and Badiou. Finally, we examine recent theories of screen and spectacle—both for their resonances with and departures from debates over the Platonic legacy—and case studies in the politics of both military and racial spectacles in the U.S. The question of what an image and what images do will run from the beginning of course to the end. Beyond the authors mentioned, readings may include such authors as Allen, Bruno, Clark, Debord, Friedberg, Goldsby, Joselit, Mitchell, Nightingale, Rodowick, Rosin, Silverman, and Virilio. Insofar as it fits student interest, we will also explore the cave’s considerable presence in visual culture, ranging from Renaissance painting through such recent and contemporary artists as Kelley, Demand, Hirschhorn, Kapoor, Sugimoto, and Walker, to films such as The Matrix.

Class Format: seminar
Requirements/Evaluation: regular glow posts and three 7- to 8-page essays or one 20-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course offering
Prerequisites: one prior course in political theory, art history, cultural/literary theory, or philosophy or permission of the instructor
Enrollment Preferences: majors in political science, comparative literature, and art history, as well as students (up to 4) in the graduate program in art history
Enrollment Limit: 19
Expected Class Size: 12
Distribution Notes: meets Division 2 requirement if registration is under PSCI; meets Division 1 requirement if registration is under COMP or ARTH
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

Not Offered Academic Year 2017
SEM Instructor: Jeffrey Israel

PSCI 375 Modern Jewish Political Theory (W)
Crosslistings: REL 330/PSCI 375/JWST 492

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning nationalism and self-consciousness throughout the continent, despite the liberal promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and reconstitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of “Jews” and “Judaism” in these arguments. And we will ask persistently: what constitutes a “Jewish justification” for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodor Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

Class Format: seminar
Requirements/Evaluation: six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth;
Extra Info: a final 18- to 20-page paper that incorporates the two previously submitted 6-8-page papers, but also compares the two views and adjudicates between them

Not Offered Academic Year 2017
SEM Instructor: Jeffrey Israel

PSCI 397(F) Independent Study: Political Science
Political Science independent study

Class Format: independent study
Prerequisites: open to junior majors with permission of the department chair
Distributional Requirements: Division 2

Fall 2016
IND Section: 01 TBA Instructor: James McAllister

PSCI 398(S) Independent Study: Political Science
Political Science independent study

Class Format: independent study
Prerequisites: open to junior majors with permission of the department chair
Distributional Requirements: Division 2
PSCI 410 Senior Seminar in American Politics: Civic Education in America

Despite the fact that, according to a recent poll by the National Constitution Center, 8 in 10 Americans believe that democratic government requires an informed and active citizenry, fewer than 4 in 10 can name the three branches of the federal government. Whether or not we regard this particular encyclopedic fact as especially important, few disagree with the idea that, when it comes to politics and citizenship, Americans are an ill-informed people. But what exactly would we want Americans to know more about? And how exactly might we get them to learn it? Taking these questions as its starting points, this senior seminar will tackle the state of civic education in America — its promise and its pitfalls, its past iterations and its practice in contemporary times. In the first half of the semester, we will look closely at a series of debates about the goals, substance, and effect of civic education, including whether (and why) we should want it, what exactly it can and should look like (perhaps looking to civic education in other nations for meaningful points of comparison), and what sorts of effects it may have on citizens individually and the polity at large. In the second half of the semester, we will seek to put what we have learned into action, with students selecting a particular school (a city, a town, or a process) and a civic education curriculum around it for introduction at several distinct grade levels in local schools. Embodying the idea that you never know something as thoroughly and meaningfully as you might until you have taught it, this seminar will seek simultaneously to deepen our own civic knowledge and practices and to cultivate more meaningful knowledge and practices in others.

Class Format: seminar
Requirements/Evaluation: one or two short essays, class participation, and a multi-part experimental project culminating in a class presentation and a 15- to 20-page paper
Prerequisites: senior Political Science major or permission of instructor
Enrollment Preferences: senior (and then junior) Political Science majors concentrating in American Politics
Enrollment Limit: 15
Expected Class Size: 13
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives
PSCI American Politics Courses
PSCI Research Courses

Not Offered Academic Year 2017
SEM Instructor: Cathy Johnson

PSCI 410(S) Senior Seminar in American Politics: Interpretations of American Politics

Current assessments of the state of American politics vary widely. Though recent polls show that as many as 60 percent of Americans think that the country is headed down the wrong-track, it is not clear what that means. Critics on the left worry that the United States is on an imperial quest, exerting resources from the global many for the advantage of an elite few. Critics on the right worry that the U.S. has abandoned the traditions that made it strong and has entered a period of moral decay. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is it that they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of American politics, each with its own story of narrative tensions and possible resolutions. We will then use our investigation of how different authors, and different traditions, understand the nation to help us assess contemporary politics and come to our own conclusions about what animates it.

Class Format: seminar
Requirements/Evaluation: brief weekly writing assignments; two short essays; one longer paper; and oral presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one course in American politics
Enrollment Preferences: senior Political Science majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Other Attributes: AMST Space and Place Electives
PSCI Research Courses

Spring 2017
SEM Instructor: Nicole Mellow

PSCI 411(F) Advanced Study in American Politics

A year of independent study under the direction of the Political Science faculty, to be awarded to the most distinguished candidate based upon competitive admissions. The candidate, designated the Sentinels of the Republic Scholar, receives a research stipend to cover costs associated with the proposed project. The Sentinels Scholar may submit her/his essay for consideration for honors in Political Science. Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

Class Format: independent study
Extra Info: this is part of a full-year independent study (481-482)
Distributional Requirements: Division 2

Fall 2016
IND Section: 01 TBA Instructor: James McAllister
Admission is awarded on the basis of demonstrated capacity for distinguished work and on the proposal's promise for creative contributions to the understanding of topics on the federal system of government. Anyone with a prospective proposal should contact the department chair for guidance.

**Class Format:** independent study

**Extra Info:** this is part of a full-year independent study (481-482)

**Distributional Requirements:**
Division 2

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**Spring 2017**

**IND Section: 01**  TBA  Instructor: James McAllister

**PSCI 420 Senior Seminar: The Vietnam War and the Vietnam Era, 1961-75**

**Crosslistings:** PSCI 420/LEAD 458

This upper-level course has three major objectives. First, it will familiarize students with the basic political, military and diplomatic facts of the Vietnam War. Second, it will acquaint them more generally with broader aspects of the years 1954-75, especially the great political and cultural changes that took place within the United States beginning around 1965. Lastly, each student will have the opportunity to research and write about some aspect of one of these two topics in some detail. In so doing, students will learn some new research techniques that use up-to-date software, and may take advantage of the enormous opportunities now available for on-line research.

**Class Format:** seminar

**Requirements/Evaluation:** class participation and a 20- to 25-page research paper

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Preferences:** senior Political Science majors and Leadership Studies concentrators

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Distributional Requirements:**
Division 2

**Other Attributes:**
PSCI International Relations Courses

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**PSCI 420 The Great Transformation: America and Europe in the 20th Century**

**Crosslistings:** PSCI 420/LEAD 420

At the beginning of the 20th century, Europe was at the center of world politics and the main player in the balance of power while America was a peripheral player in the international system. American involvement in European affairs was strictly limited. By the end of the 20th century, the states of Western Europe would become closely integrated and the threat of war was virtually abolished. No longer an isolationist power, America would become intimately involved in every facet of European and world politics. This course examines this great and fundamental transformation of the international system. We will examine American involvement in both of the world wars, the defense of Europe during the Cold War, decolonization, and the uneven but steady development of European unity and integration in the second half of the 20th century.

**Class Format:** seminar

**Requirements/Evaluation:** short response papers and a lengthy research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PSCI 120 or 202

**Enrollment Preferences:** Political Science/International Relations concentrators and concentrators in Leadership studies (Kaplan track)

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Distributional Requirements:**
Division 2

**Other Attributes:**
PSCI International Relations Courses

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**Fall 2016**

**SEM Section: 01**  MR 02:35 PM 03:50 PM  Instructor: Darel Paul

**PSCI 430 Senior Seminar in International Relations: The Liberal Project in International Relations**

This course explores two major themes emerging from the work of theorists associated with the Frankfurt School: the critique of progress, Enlightenment and modernity, and the recuperation of certain Enlightenment ideals and hopes for progress in new, aesthetic forms. The first part of the course looks at Karl Marx’s critique of alienation and reification, asking how Marx’s ideas are picked up and modified in the writings of Georg Lukacs, Max Horkheimer and Theodor Adorno. We will also pay attention to the influence of Freud on Herbert Marcuse’s critique of civilization. The second part of the course turns to the writings of Walter Benjamin and Ernst Bloch, whose efforts to reconstruct emancipatory ideals in Marxist thought after the collapse of communist and socialist teleologies have been described as “maverick” and “utopian.” Among our questions: What is the price of progress? What are the prospects for freedom in modern societies, where individuality, down to the very structure of our instincts and drives, is shaped by mass culture and social institutions? Can agency and subjectivity be recovered within a “totally administered society”? What may we hope?

**Class Format:** seminar

**Requirements/Evaluation:** regular class participation, short (1 pg) response memos, and drafts leading up to a 15-page final essay

**Prerequisites:** junior or senior standing and prior coursework in political theory, cultural theory, philosophy, or permission of instructor

**Enrollment Preferences:** senior Political Science majors with concentration in Political Theory, then other Political Science majors

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributional Requirements:**
Division 2

**Other Attributes:**
PSCI Research Courses

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**PSCI 430 Senior Seminar: Dignity**

Over the last few decades, the concept of dignity has become one of the most contentious and emotive terms in democratic politics. Policy battles over embryonic stem cell research, abortion, physician-assisted suicide, life-sustaining treatments such as mechanical ventilation, and the constitutionality of the death penalty have all been fought out on the grounds of human dignity. But what exactly does dignity mean? Is it an existential demand for respect? A moral, intangible quality of a person? A set of legally guaranteed rights of citizens? This course examines some of the strongest attacks on and defenses of human dignity, both in theory and in practice. The emphasis will be on the role of dignity in shaping modern ideas of democracy, citizenship, and human rights. Readings construct a genealogy of dignity that includes Aquinas, Pico della Mirandola and Kant. Contemporary theories of dignity will be explored through the work of Drucilla Cornell, Jürgen Habermas, Martha Nussbaum, Jeremy Waldron, and the dignity jurisprudence of Canada, Germany, Namibia, South Africa, and the United States.
Class Format: seminar
Requirements/Evaluation: class participation, short (1 page) response papers, a 15- to 18-page final essay
Extra Info: may not be taken on a pass/fail basis
Prerequisites: junior or senior standing and prior coursework in political theory, cultural theory, philosophy; or permission of instructor
Enrollment Preferences: senior Political Science majors with concentration in Political Theory, then other Political Science majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Other Attributes: PSCI Political Theory Courses

PSCI 430(S) What Should Political Theory Be Now?
How can theorists best engage politics today? What political problems most demand or resist theorization—and is "theory" even the right genre for critical intellectual work on politics now? This course takes up such questions by considering how key recent or contemporary theorists have sketched the defining features of their political worlds. With each reading, our dual aim will be to confront pressing issues or controversies and to ask whether the work in question offers ways of thinking and writing that we should pursue ourselves. Topics may include neoliberalism and democracy; sovereignty and biopower; pluralism, individuality, and justice; technology and the specter of ecological catastrophe; the problem of evil in politics; white supremacy; and contemporary struggles over gender and sexuality. Readings will be drawn from such authors as Adorno, Allen, Arendt, Berlant, Brown, Butler, Connolly, Dean, Foucault, Galil, Honig, Latour, Moten, Rancière, Rawls, Sen, and Sexton.

Class Format: seminar
Requirements/Evaluation: based on class participation and the writing of 7 glow posts (about 1.5 pages) and one 15-page final paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: juniors or senior standing and two or more theory courses or consent of instructor. Non-majors with theory interests and backgrounds are welcome
Enrollment Preferences: concentrators in Political Theory, followed by other Political Science majors
Enrollment Limit: 15
Expected Class Size: 11
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives
PSCI Political Theory Courses

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Mark Reinhardt

PSCI 440(F) Senior Seminar in Comparative Politics: Political Development
The role of the United States in the wars in Iraq and Afghanistan, and its adventures and misadventures in reconstituting order in those countries, have directed attention back to the dynamics, approaches, and debates in political development. This senior seminar in comparative politics critically examines the theories and problems of political development by focusing on three major topics in the sub-discipline: state formation, nationalism, and democratization. Drawing on both historical and contemporary cases, we consider the conditions that lead to strong and weak states, inclusive and exclusive nationalist mobilization, and democratic and autocratic government.

Class Format: seminar
Requirements/Evaluation: class participation; three short papers; ten weekly responses; and an oral exam covering two of the three topics
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSCI 204 or permission of instructor
Enrollment Preferences: senior Political Science majors concentrating in Comparative Politics
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2

Fall 2016
SEM Section: 01 Cancelled

PSCI 440(F) Senior Seminar in Comparative Politics: The Syrian Maelstrom
This course deals with the civil war in Syria. It begins by investigating the nature of the Syrian society and the evolution of the Assad regime. It then discusses the challenges to the regime, both Islamist and democratic in the Arab Spring. With that background, the course will examine the political, regional, religious, ethno-sectarian, and global dimensions of the civil war. It will consider the place of Syria in the Iranian-Saudi competition, the role played by neighboring states and actors, the position of the American and Russian governments, and the rise of ISIS.

Class Format: seminar
Requirements/Evaluation: 25-page paper, oral presentation, and class participation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Political Science majors
Enrollment Limit: 15
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: PSCI Comparative Politics Courses

Fall 2016
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Michael MacDonald

PSCI 493(F) Senior Thesis: Political Science
The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Dept. Notes: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Fall 2016
HON Section: 01 MR 02:35 PM 03:50 PM Instructor: Michael MacDonald

PSCI 494(S) Senior Thesis: Political Science
The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-494 designation and not a separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

Class Format: independent study
Extra Info: this is part of a full-year thesis (493-494)
Distributional Requirements: Division 2

Spring 2017
HON Section: 01 TBA Instructor: James McAllister

PSCI 495(F) Individual Project: Political Science
With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar in their subfield of specialization. The course extends over two one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Class Format: independent study
Prerequisites: two elective courses in the major's subfield specialization
Distributional Requirements: Division 2

Fall 2016
IND Section: 01 TBA Instructor: James McAllister

PSCI 496(S) Individual Project: Political Science
With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research—rather than taking the Senior Seminar in their subfield of specialization. The course extends over two one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

Class Format: independent study
Prerequisites: two elective courses in the major's subfield specialization
Distributional Requirements: Division 2

Spring 2017
IND Section: 01 TBA Instructor: James McAllister
Political Science independent study.

Distributional Requirements:
Division 2

Fall 2016
IND Section: 01 TBA Instructor: James McAllister

Political Science independent study.

Distributional Requirements:
Division 2

Spring 2017
IND Section: 01 TBA Instructor: James McAllister

PSIC 497(F) Independent Study: Political Science
Political Science independent study.

Prerequisites: open to senior Political Science majors with permission of the department chair

Distributional Requirements:
Division 2

PSIC 498(S) Independent Study: Political Science
Political Science independent study.

Prerequisites: open to senior Political Science majors with permission of the department chair

Distributional Requirements:
Division 2

PSYCHOLOGY

(DIV II, with some exceptions as noted in course descriptions)
Chair: Professor STEVEN FEIN


MAJOR
For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

PSYC 101 Introductory Psychology

PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:
COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
NSCI 201/BIOL 212/PSYC 212 Neuroscience
PSYC 221 Cognitive Psychology
PSYC 232 Developmental Psychology
PSYC 242 Social Psychology
PSYC 252 Psychological Disorders
PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

Three 300-level courses from at least two of the areas listed below:
Area 1: Behavioral Neuroscience (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: Social Psychology (courses with middle digit 4)
Area 5: Clinical Psychology (courses with middle digit 5)
Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)
Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation Empirical Lab Course.

PSYC 401 Perspectives on Psychological Issues

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

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 designates to the Areas listed above.

THE DEGREE WITH HONORS IN PSYCHOLOGY
Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 483-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

STUDY ABROAD
With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

Meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad.

Take Psychology 201 (Experimentation and Statistics) in the sophomore year.

Think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students’ opportunity to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that he/she is not able to do both, or is restricted in the choice of study-abroad programs. You can find general study away guidelines for Psychology here.

PSYC 101(F,S) Introductory Psychology
An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, personality, psychopathology, and health. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

Class Format: lecture
Requirements/Evaluation: two lab reports, unit quizzes, and a final exam
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 160

Distributional Requirements:
Division 2

Other Attributes:
NSCI Required Courses
TEAC Teaching Sequence Courses

Fall 2016
LEC Section: 01 MWF 10:00 AM 10:50 AM Clarence Gillig, Safa Zaki

Spring 2017
LEC Section: 01 MWF 10:00 AM 10:50 AM Instructors: Noah Sandstrom, Clarence Gillig

PSYC 201(F,S) Experimentation and Statistics (Q)
An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret the results, and write research reports. Students conduct a series of research studies in different areas of psychology (e.g., social, personality, cognitive) that illustrate basic designs and methods of analysis.

Class Format: lecture/lab
Requirements/Evaluation: papers, exams, and problem sets
Extra Info: two sections; must register for the lab and lecture with the same instructor
section A1 may not be taken on a pass/fail basis
Prerequisites: PSYC 101; not open to first-year students except with permission of instructor
Enrollment Preferences: Psychology majors
Enrollment Limit: 22
Distributional Requirements:
Division 2
Quantitative/Formal Reasoning
Other Attributes:
COGS Related Courses
PHLH Statistics Courses

Fall 2016
LEC Section: A1 TR 08:30 AM 09:45 AM Instructor: Noah Sandstrom
LAB Section: A2 T 01:00 PM 04:00 PM Instructor: Noah Sandstrom
LEC Section: B1 TR 09:55 AM 11:10 AM Instructor: Kenneth Savitsky
LAB Section: B2 W 01:00 PM 04:00 PM Instructor: Kenneth Savitsky

Spring 2017
LEC Section: A1 TF 01:10 PM 02:25 PM Instructor: Catherine Stroud
LAB Section: A2 M 01:00 PM 04:00 PM Instructor: Catherine Stroud
LEC Section: B1 TR 11:20 AM 12:35 PM Instructor: Safa Zaki
LAB Section: B2 W 01:00 PM 04:00 PM Instructor: Safa Zaki

PSYC 212(F) Neuroscience
Crosslistings: NSCI 201/BIOL 212/PSYC 212
A study of the relationship between brain, mind, and behavior. Topics include a survey of the structure and function of the nervous system, basic neurophysiology, development, learning and memory, sensory and motor systems, consciousness and clinical disorders such as schizophrenia, autism, Parkinson's disease, and addiction. The laboratory focuses on current topics in neuroscience.

Class Format: lecture, three hours a week; laboratory, every other week
Requirements/Evaluation: evaluation will be based on a lab practical, lab reports, two hour exams and a final exam
Extra Info: not available for the fifth course option
Prerequisites: PSYC 101 or BIOL 101; open to first-year students with permission of instructor
Enrollment Preferences: sophomores and Biology and Psychology majors
Enrollment Limit: 72
Expected Class Size: 72
Dept. Notes: does not satisfy the distribution requirement in the Biology major
Distribution Notes: meets Division 3 requirement if registration is under PSYC

Distributional Requirements:
Division 3
Other Attributes:
COGS Interdepartmental Electives
NSCI Required Courses
PSYC 200-level Courses

Fall 2016
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Heather Williams, Lauren Williamson
LAB Section: 02 M 01:00 PM 04:00 PM Instructor: Martha Marvin
LAB Section: 03 T 01:00 PM 04:00 PM Instructor: Martha Marvin
LAB Section: 04 W 01:00 PM 04:00 PM Instructor: Martha Marvin

PSYC 221(F,S) Cognitive Psychology
This course will survey the experimental study of the structures and processes that make up normal human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.
Class Format: lecture
Requirements/Evaluation: two midterms, a final exam, short essay and daily quizzes
Prerequisites: PSYC 101 or permission of instructor
Enrollment Preferences: Psychology majors
Enrollment Limit: 50
Expected Class Size: 50
Distributional Requirements:
Division 2
Other Attributes:
COGS Interdepartmental Electives
PSYC 200-level Courses

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Nate Kornell
LEC Section: 02 TR 09:55 AM 11:10 AM Instructor: Nate Kornell

Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: Jeff Moher

PSYC 222(F) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science
Crosslistings: COGS 222/PHIL 222/PSYC 222
This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.
Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, and self-paced weekly exercises
Prerequisites: PSYC 101 or any introduction to PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 25
Expected Class Size: 25
Dept. Notes: meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL
Distributional Requirements:
Division 2
Other Attributes:
PHIL, Contemp Metaphysics & Epistemology Courses
PSYC 200-level Courses

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Joseph Cruz

PSYC 232(F,S) Developmental Psychology
An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development.
These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, social learning, and cognitive-development.
Class Format: lecture/discussion
Requirements/Evaluation: attendance and active class participation, 3 exams (2 midterms and final), and a 5- to 7-page paper
Prerequisites: PSYC 101
Enrollment Preferences: sophomores and junior Psychology majors
Enrollment Limit: 50
Expected Class Size: 50
Distributional Requirements:
Division 2
Other Attributes:
PSYC 200-level Courses
TEAC Teaching Sequence Courses

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Eliza Congdon

Spring 2017
LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Eliza Congdon

PSYC 242(F,S) Social Psychology
A survey of theory and research in social psychology. Topics include the self, social perception, conformity, attitudes and attitude change, prejudice, aggression, altruism, attraction and love, intergroup conflict, and cultural psychology. Applications in the areas of advertising, law, business, and health will also be discussed.
Class Format: lecture
Requirements/Evaluation: two in-class exams, one paper and a final exam
Prerequisites: PSYC 101; open to first-year students
Enrollment Limit: 50
Expected Class Size: 50
Distributional Requirements:
Division 2
Other Attributes:
PSYC 200-level Courses
TEAC Teaching Sequence Courses

Fall 2016
LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Laura Smalarz

Spring 2017
LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Kenneth Savitsky

PSYC 252(F,S) Psychological Disorders
A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: the schizophrenias, dissociative disorders, affective disorders, anxiety disorders, personality disorders, eating disorders, addictions, alcoholism, and others. The course emphasizes an integrative approach which incorporates and analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.
Class Format: lecture
Requirements/Evaluation: two hour exams and a final exam
Prerequisites: PSYC 101; open to first-year students
Enrollment Preferences: Psychology majors, then sophomores, then by seniority
Enrollment Limit: 50
Expected Class Size: 50
Distributional Requirements:
Division 2
Other Attributes:
PSYC 200-level Courses

Fall 2016
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Catherine Stroud

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Laurie Heatherington

PSYC 272(S) Psychology of Education
This course introduces students to a broad range of theories and research on education. What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.
Class Format: lecture/discussion
Requirements/Evaluation: two exams and a final project
Prerequisites: PSYC 101
Enrollment Preferences: Psychology majors and those who plan to become teachers
Enrollment Limit: 50
Expected Class Size: 50
Distributional Requirements:
Division 2
PSYC 312(S) Brain, Behavior, and the Immune System
Crosslistings: PSYC 312/NSCI 312

In all animals, the immune system is the body's defense against the outside world. Immune function is strongly influenced by environmental and behavioral experiences, and the immune system has a dynamic relationship with the brain. We will study the interactions among the brain, behavior, and the immune system in models of health and disease. Specific topics to be examined include: immune cells and their signaling molecules, immune cells within the brain, sickness behaviors, learning and memory, nervous system development, multiple sclerosis, Alzheimer's disease, and nervous system injury and repair. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: seminar/lab
Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201) or permission of instructor
Enrollment Preferences: Psychology majors and Neuroscience concentrators
Enrollment Limit: 16
Expected Class Size: 16
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives
PSYC Empirical Lab Course

PSYC 315 Hormones and Behavior
Crosslistings: PSYC 315/NSCI 315

In all animals, hormones are essential for the coordination of basic functions such as development and reproduction. This course studies the dynamic relationship between hormones and behavior. We will review the mechanisms by which hormones act in the nervous system. We will also investigate the complex interactions between hormones and behavior. Specific topics to be examined include: sexual differentiation; reproductive and parental behaviors; stress; aggression; and learning and memory. Students will critically review data from both human and animal studies. All students will design and conduct an empirical research project as part of a small research team.

Class Format: empirical lab course
Requirements/Evaluation: presentations and participation in discussions, short papers, midterm, written and oral presentation of the research project
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)
Enrollment Preferences: Psychology majors and Neuroscience concentrators
Enrollment Limit: 16
Expected Class Size: 16
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Distributional Requirements: Division 3
Other Attributes: NSCI Group B Electives
PSYC Area 1 - Behavioral Neuroscience
PSYC Empirical Lab Course

Not Offered Academic Year 2017
LEC Instructor: Noah Sandstrom

PSYC 316(F) Clinical Neuroscience
Crosslistings: PSYC 316/NSCI 316

Diagnosing and treating neurological diseases is the final frontier of medicine. Recent advances in neuroscience have had a profound impact on the understanding of diseases that affect cognition, behavior, and emotion. This course provides an in-depth analysis of the relationship between brain dysfunction and disease state. We will focus on neurodegenerative disorders including Alzheimer's disease, Parkinson's disease, and Huntington's disease. We will consider diagnosis of disease, treatment strategies, as well as social and ethical issues. The course provides students with the opportunity to present material based upon: (1) review of published literature, (2) analysis of case histories, and (3) observations of diagnosis and treatment of patients both live and on videotape. All students will design and conduct an empirical research project.

Class Format: empirical lab course
Requirements/Evaluation: evaluation will be based on position papers, class participation, and research project report
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201)
Enrollment Preferences: Psychology majors and Neuroscience concentrators
Enrollment Limit: 16
Expected Class Size: 16
Distribution Notes: meets Division 3 requirement if registration is under PSYC
Distributional Requirements: Division 3
Other Attributes:
**PSYC 319T(S) Neuroethics (W)**

Crosslistings: PSYC 319/NSCI 319

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of “abnormal” personality; the use of “cosmetic pharmacology” to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Class Format:** Tutorial

**Requirements/Evaluation:** evaluation will be based on five 5-page position papers and five short response papers as well as participation in discussions.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option.

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distribution Notes:** meets Division 2 requirement if registration is under PSYC; meets Division 3 requirement if registration is under NSCI

**Distributional Requirements:**

- Division 2
- Writing Intensive

**Other Attributes:**

- NSCI Group B Electives
- PSYC Area 1 - Behavioral Neuroscience

Spring 2017

**TUT Section:** T1 TBA Instructor: Noah Sandstrom

**PSYC 322(F) Concepts: Mind, Brain, and Culture**

Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do our concepts affect our perception? How to the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

**Class Format:** empirical lab course

**Requirements/Evaluation:** short papers, class participation, and research paper

**Prerequisites:** PSYC 221 or 222 or permission of instructor

**Enrollment Preferences:** Psychology majors and Cognitive Science concentrators

**Enrollment Limit:** 16

**Expected Class Size:** 16

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- COGS Interdepartmental Electives
- PSYC Area 2 - Cognitive Psychology
- PSYC Empirical Lab Course

Fall 2016

**SEM Section:** 01 Cancelled

**LAB Section:** 02 Cancelled

**LAB Section:** 03 Cancelled

**PSYC 324T Great Debates in Cognition**

The field of cognition is filled with controversies about how the mind really works. For example, is there sufficient evidence for a system in vision that can become aware of things without actually "seeing" them? Is it necessary to assume that babies come into the world armed with innate linguistic knowledge? Are humans inherently rational? Can we make inference about the mind using neuroimaging? These debates, and others that we will consider, help fuel scientific discovery in cognition in interesting ways. In this class, we will consider some of these contemporary debates, weigh evidence on both sides, and discuss the implications for what we know about the mind.

**Class Format:** tutorial; students will meet in pairs with the instructor for an hour each week

**Requirements/Evaluation:** evaluation will be based on weekly papers and oral arguments.

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** PSYC 221 or 222 or permission of instructor

**Enrollment Preferences:** Psychology majors and Cognitive Science concentrators

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- COGS Interdepartmental Electives
- PSYC Area 2 - Cognitive Psychology

**Not Offered Academic Year 2017**

TUT

**PSYC 326(F) Choice and Decision Making**

One aspect of "being human" is that we often make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include normative decision theories, biases in probability judgments, "fast and frugal" heuristics, impulsiveness and self-control, addictions and bad habits, gambling, and moral decision making.

**Class Format:** empirical lab course

**Requirements/Evaluation:** problem sets, essay papers, class and lab participation, and a research report

**Prerequisites:** PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110

**Enrollment Preferences:** senior Psychology majors who need the course to fulfill the major

**Enrollment Limit:** 16

**Expected Class Size:** 16

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- COGS Interdepartmental Electives
- PHLH Decision-Making by Institutions + Individuals
- PSYC Area 2 - Cognitive Psychology
- PSYC Empirical Lab Course

Spring 2017

**SEM Section:** 01 MR 01:10 PM 02:25 PM Instructor: Nate Kornell

**LAB Section:** 02 W 01:00 PM 04:00 PM Instructor: Kris Kirby

**PSYC 327(S) Cognition and Education**

This class will focus on basic research into the cognitive processes underlying learning. How does the mind encode, store, and retrieve knowledge? How do learners (and teachers) manage their own learning? How do educational practices depart from what research recommends? The readings will be scientific articles. Students will do original research.

**Class Format:** empirical lab course

**Requirements/Evaluation:** class participation, daily quizzes, research papers

**Prerequisites:** PSYC 221 and PSYC 222, or permission of instructor

**Enrollment Preferences:** Psychology majors

**Enrollment Limit:** 16

**Expected Class Size:** 12

**Distributional Requirements:**

- Division 2

**Other Attributes:**

- COGS Interdepartmental Electives
- PSYC Area 2 - Cognitive Psychology
- PSYC Empirical Lab Course
- TEAC Teaching Sequence Courses

Spring 2017

**SEM Section:** 01 MR 01:10 PM 02:25 PM Instructor: Nate Kornell

**LAB Section:** 02 W 01:00 PM 04:00 PM Instructor: Nate Kornell

**PSYC 328(S) Understanding Attention and Distraction**

The human brain is constantly bombarded by sensory information. For example, as you sit in class listening to a lecture, many other people and objects are visible, competing for your limited attention resources. How does your brain manage to avoid such distractions to focus attention on relevant sensory information (such as the lecture) in order to extract the information you need to accomplish important goals (such as passing the class)? This is a problem that confronts humans in a variety of ways, ranging from finding your keys or driving your car, to using your iPhone or iPad, to doctors looking for tumors on medical images or airport security screeners looking for weapons in baggage. In this course, students will read empirical studies that use both behavioral and brain imaging techniques to investigate the capabilities, limitations, and brain substrates of attention in human behavior. Topics include attentional control, how attention interacts with overt behaviors such as eye and hand movements, practical applications of attention research including topics such as smartphone technology design and training for medical image screeners, and dysfunction of attention in clinical populations. Students will conduct original empirical research, analyze data, and present their findings to their peers at the end of the semester.

**Class Format:** empirical lab course

**Requirements/Evaluation:** class participation, midterm, short papers, presentation and paper on empirical project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSYC 201 and PSYC 221 or 222, or permission of instructor
Enrollment Preferences: Psychology majors
Enrollment Limit: 16
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: PSYC Area 2 - Cognitive Psychology
PSYC Empirical Lab Course

Spring 2017
SEM Section: 01  MW 11:00 AM 12:15 PM  Instructor: Jeff Moher
LAB Section: 02  R 01:00 PM 04:00 PM  Instructor: Jeff Moher

PSYC 332(S) Mathematical Development1
Can monkeys do math? Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance?
Class Format: seminar
Requirements/Evaluation: class participation, 300-word weekly thought papers, two 5- to 7-page papers
Prerequisites: PSYC 232 or permission of the instructor
Enrollment Preferences: Psychology majors
Enrollment Limit: 19
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: PSYC Area 3 - Developmental Psychology

Spring 2017
SEM Section: 01  W 01:10 PM 03:50 PM  Instructor: Eliza Congdon

PSYC 333 Cognitive Development
Can babies decide which bottle contains more milk? Can toddlers figure out who's lying? How do we determine who's nice and who's mean? How do children develop the ability to make these decisions, and how do these abilities change over time? In this class, we'll be reading literature (both seminal and cutting-edge) and designing our own experiments to find the answers to these questions and more.
The course will broadly cover aspects of early cognitive development such as memory, numerical cognition, language acquisition, and understanding of other social beings, focusing especially on aspects of the human mind that are present early in life and how they evolve. Students will participate in discussions about primary literature, think about effective science communication, and design and collect data for their own specific area of interest.
Class Format: empirical lab course
Requirements/Evaluation: active participation, regular thought papers and class presentations, written report and oral presentation on an original empirical research project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSYC 201 and PSYC 232
Enrollment Preferences: Psychology majors
Enrollment Limit: 16
Expected Class Size: 12
Distributional Requirements: Division 2
Other Attributes: PSYC Area 3 - Developmental Psychology
Not Offered Academic Year 2017
SEM  Instructor: Mariko Moher

PSYC 335(S) Early Experience and the Developing Infant (W)
The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.
Class Format: seminar
Requirements/Evaluation: active class participation, regular thought papers and class presentations, and a written report and accompanying presentation of an independent project
Prerequisites: PSYC 201, PSYC 212, and PSYC 232 or permission of instructor
Enrollment Preferences: Psychology majors and Neuroscience concentrators
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHLH Biomedical Determinants of Health
PHLH Reproductive, Maternal and Child Health
PSYC Area 3 - Developmental Psychology
Spring 2017
SEM Section: 01  TR 11:20 AM 12:35 PM  Instructor: Amie Hane

PSYC 336 Adolescence (W)
Why do we define adolescence as a distinct stage of development? What are its perils and accomplishments? What internal and external forces make adolescence such a volatile and formative stage of life? The course considers a range of empirical and theoretical material, as well as fiction and film, in order to identify and understand the behavior and experience of adolescents.
Topics include: identity, sexuality, romantic love, intellectual growth, family relationships, psychological problems, education, and variation between cultures.
Class Format: seminar
Requirements/Evaluation: there will be a midterm paper and a group project that will involve several pieces of writing
Prerequisites: PSYC 232 or permission of instructor
Enrollment Preferences: Psychology majors and those who plan to become teachers
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PSYC Area 3 - Developmental Psychology
TEAC Teaching Sequence Courses
Not Offered Academic Year 2017
SEM  Instructor: Susan Engel

PSYC 337 Temperament and Biobehavioral Development (W)
This class will explore individual differences in reactivity and self-regulation in infancy and childhood. Developmental, ethological, and neuroscience models will serve as the foundation for the exploration of the construct of temperament. Topics will include biobehavioral models of reactivity to stress and novelty, including research examining individual differences in neuroendocrine, electrophysiological, and emotional responding. Individual differences in self-regulation will be explored, and will focus heavily on the literature examining the development of attention and other executive control processes in infancy and early childhood. Longitudinal research that examines continuity and change in temperament from infancy through adulthood will be examined. The contributions of genetics and the contextual influences on temperament trajectories will be explored, including research demonstrating the influence of caregivers and gene-by-environment interactions.
Class Format: seminar
Requirements/Evaluation: weekly thought papers and one final 7- to 10-page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSYC 201 and 232 or PSYC 212 or permission of instructor
Enrollment Preferences: Psychology majors
Enrollment Limit: 19
Expected Class Size: 16
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHLH Reproductive, Maternal and Child Health
PSYC Area 3 - Developmental Psychology
Not Offered Academic Year 2017
SEM  Instructor: Amie Hane

PSYC 338(F) Inquiry, Invention and Ideas
Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.
Class Format: Empirical Lab course
Requirements/Evaluation: regular response papers, a midterm exam, and an empirical project resulting in a 10- to 15-page written paper and an oral presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course of the semester
Prerequisites: PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor
Enrollment Preferences: preference given to Psychology majors
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements:
PSYC 340T Interdisciplinary Approaches to Social Psychology (W)

This course will examine cutting-edge and emerging interdisciplinary approaches to the study of important social psychological issues. Its focus will be on the connections between social psychology and disciplines such as neuroscience, biology, cognitive psychology, political science, organizational behavior, educational psychology, and cross-cultural and multi-cultural psychology. Examples of topics to be examined include: Neuroscience and prejudice; culture and the self, education and diversity; biology and altruism; politics and attitude change. We will explore the benefits and challenges of taking interdisciplinary approaches to studying these issues.

Class Format: tutorial
Requirements/Evaluation: tutorial papers and responses to partner's tutorial papers, in alternating weeks; participation in tutorial discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: PSYC 242
Enrollment Preferences: Psychology majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
LEC Instructor: Steven Fein

PSYC 341 Stereotypes, Prejudice, and Discrimination (D) (W)

Crosslistings: PSYC 341/WGSS 339

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course
Requirements/Evaluation: weekly brief papers, oral reports, two longer papers
Prerequisites: PSYC 201 and 242
Enrollment Preferences: senior, then junior Psychology majors
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive

Not Offered Academic Year 2017
LEC Instructor: Steven Fein

PSYC 342(S) Social Judgment

Prerequisites: PSYC 242 and PSYC 201, or permission of instructor
Enrollment Preferences: Psychology majors
Enrollment Limit: 16
Expected Class Size: 12
Distributional Requirements: Division 2

Other Attributes: PSYC Area 4 - Social Psychology
PSYC Empirical Lab Course

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Susan Engel
LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Susan Engel

Not Offered Academic Year 2017
LEC Instructor: Steven Fein

PSYC 344 Advanced Research in Social Psychology

This course will focus on the process of doing original, empirical social psychological research. We will concentrate on a few social psychological topics, such as stereotyping and prejudice, media influences, political biases, and sports psychology. Students will research and critically analyze and integrate the relevant literature, and they will design and conduct original research to test hypotheses that emerge from these literatures. We will examine a variety of types of research designs, how to conduct online and in-person research, and how to analyze and understand results, including using SPSS to analyze data.

Class Format: empirical lab course
Requirements/Evaluation: two exams, two papers, and several small assignments
Prerequisites: PSYC 201 and PSYC 242
Enrollment Preferences: Psychology majors
Enrollment Limit: 16
Materials/Lab Fee: a lab fee of up to $30 is associated with this course

Distributional Requirements: Division 2

Other Attributes: PSYC Area 4 - Social Psychology
PSYC Empirical Lab Course

Not Offered Academic Year 2017
LEC Instructor: Steven Fein

PSYC 345(S) Political Psychology

Crosslistings: PSCI 310/PSYC 345

What kinds of politics are humans capable of engaging to govern themselves? For millennia, political philosophers have asserted different foundational claims about "human nature" that in turn led them to their vision of politics. For example, the enlightenment thinkers held that science and technology would strengthen rationality and thereby make democracy more viable. On the other hand, those who defend authoritarian regimes often do so by proclaiming that the general public is incapable of rationality and of self-rule and should therefore accept rule by their betters (previously nobility, now experts). Many of the disputes turn on how rational people are and on their capacity to pursue justice for all people. We explore what political psychology tells us about political citizens and political leaders. We find intriguing new answers from neuroscience. The course pays special attention to the powerful and surprising, roles that emotions play in all aspects of politics. Central to politics is an issue of political judgment. If we are to trust ourselves to rule ourselves, how well will we be able to secure justice and liberty for one and all among us? Political psychology is one of the very oldest disciplines (it can be dated at least back to the early classic Greeks, among them Socrates, Plato, and Aristotle). But in its current form is very influenced by neuroscience. Nonetheless, the issue of citizen competence, then as now, was at the center of their attention. So, it shall be in this course.

Class Format: lecture/discussion
Requirements/Evaluation: a midterm, a term paper, and a final exam
Prerequisites: a PSCI elective at the 200 or 300 level OR PSYC 101, 212, 221, 232, 242, 251, or 300-level course
Enrollment Preferences: political science and psychology majors
Enrollment Limit: 35
Expected Class Size: 13
Distributional Requirements: Division 2

Other Attributes: PSCI American Politics Courses

Spring 2017
LEC Section: 01 TR 08:30 AM 09:45 AM Instructor: George Marcus

PSYC 346(F) Environmental Psychology

Crosslistings: PSYC 346/ENVI 346

This is a course in social psychology as it pertains to the natural environment. We will consider how the environment influences aspects of human psychology (e.g., the psychological implications of humans' disconnect with nature), as well as how human psychology influences the environment (e.g., why some people engage in environmentally destructive behaviors despite holding proenvironmental attitudes). At the core of this course is an attempt to examine various ways in which research and theory in social psychology can contribute to and shape environmentally responsible behavior and sustainable practices, both here at Williams and globally. Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of the solution.

Class Format: seminar

Division 2
Other Attributes:
PSYC Area 3 - Developmental Psychology
PSYC Empirical Lab Course
TEAC Teaching Sequence Courses

Fall 2016
SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Susan Engel
LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Susan Engel

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Jeremy Cone
LAB Section: 02 W 01:00 PM 04:00 PM Instructor: Jeremy Cone
**PSYC 349(S) Psychology and Law**

This course examines the legal system in light of psychological research findings, Supreme Court rulings, wrongful conviction cases and illustrative crimes. The law's informal theories of human behavior will be compared to what psychological research tells us about the basis of theories and research regarding such topics as Miranda, lie detection, police interrogation, false confessions, eyewitness identification, repressed and recovered memories, forensic evidence, juries and criminal insanity. Students will conduct an empirical research project, analyze data and present their findings to their peers at the end of the semester.

**Distributional Requirements:**
- Division 2

**Other Attributes:**
- PSYC Area 4 - Social Psychology
- PSYC Empirical Lab Course

**Fall 2016**
- SEM Section: 01  TF 01:10 PM 02:25 PM  Instructor: Kenneth Savitsky

**PSYC 350 Child Psychopathology**

This course explores the rapidly evolving field of psychological disorders in childhood and adolescence. We will examine the intertwined effects of individual characteristics (e.g., genetics, neurobiological factors), relationship processes (e.g., parenting, family functioning, peers), community settings (e.g., schools, neighborhoods), and the broader cultural context (e.g., poverty, stigma, media). Using a developmental framework, we will examine the emergence and maintenance of specific psychological disorders, as well as variations in how children cope with catalyzing stressors (chronic illness, physical and sexual abuse). The goals of this course include (1) appreciation of the dynamic interplay between biology and experience in the unfolding of psychopathology, (2) exploration of diagnostic criteria and phenomenology of specific disorders, and (3) exposure to a wide range of research-based strategies for prevention and intervention.

**Class Format:** seminar

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 4 - Social Psychology
  - PSYC Empirical Lab Course

**Spring 2017**
- SEM Section: 01  MR 02:35 PM 03:50 PM  Instructor: Laura Smalarz
  - LAB Section: 02  T 01:00 PM 04:00 PM  Instructor: Laura Smalarz

**PSYC 357 Depression**

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic settings to field settings and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - TEAC Related Courses

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 352(F) Clinical and Community Psychology**

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to academic work (primary source readings and class discussions), the course aims to enable students to apply their experience in academic settings to field settings and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - TEAC Related Courses

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 355(F) Psychotherapy: Theory and Research**

Psychotherapy is a young, barely 100-year old psychological endeavor which attempts to promote change and healing through social interaction. How can it be that talking with a psychotherapist can help people change — emotionally, cognitively, and/or behaviorally — and how exactly does it help people achieve relief from psychological disorders and problems? In this course, we will study some of the key approaches to psychotherapy by examining the theories and scientific research that surround them, and considering theory and research in juxtaposition. This will be accomplished by a close reading and critical analysis of primary source theoretical papers, the “raw data” (videotapes and transcripts) of therapy sessions, case studies, and contemporary empirical research on the outcomes and change processes of psychotherapy. Students will learn how to evaluate the efficacy claims of both standard and new therapies and how to evaluate claims about the mechanisms by which those therapies work. Current controversies in psychotherapy and psychotherapy research will be addressed and debated as well. All students will design and conduct an empirical research project based on the course material.

**Class Format:** empirical lab course

**Requirements/Evaluation:**
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Fall 2016**
  - SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Catherine Stroud

**PSYC 356 Depression**

This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. All students will design and conduct an empirical research project based on the readings and concepts discussed. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.

**Class Format:** empirical lab course

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 364 Psychotherapy: Social-Psychological Contributions**

This course is designed to introduce students to the social-psychological aspects of human functioning and to provide them with an overview of major theories in the field. It aims to deepen students' understanding of the social-psychological perspective on human behavior, and to equip them with the tools necessary to conduct research in this area. The course will cover a range of topics, including social psychology, social cognition, and social influence, with a particular focus on how these concepts apply to mental health and well-being.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 380 Child Education and Social Development**

This course examines the development of children from birth to age 12, with an emphasis on the social and emotional aspects of development. It covers topics such as attachment, peer relationships, and academic achievement. The course will provide an understanding of the theoretical frameworks that guide research and practice in the field of child development.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 384 Individual Development and Learning**

This course examines the development and learning of individuals from infancy to old age, with a focus on cognitive, emotional, and social development. It covers topics such as intelligence, memory, and language development, as well as the impact of environmental factors on development.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 386 Early Childhood Education**

This course provides an overview of early childhood education, with a focus on the development of young children from birth to age 8. It covers topics such as brain development, early literacy, and social-emotional development, as well as the role of teachers and caregivers in supporting children's development.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 387/587 Social Psychology**

This course examines the social psychology of individuals, groups, organizations, and societies. It covers topics such as social influence, social cognition, and social behavior, with a focus on understanding how social contexts shape human behavior.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 388 Social Psychology and the Law**

This course examines the application of social psychological principles to legal issues, with a focus on the role of social psychology in understanding and addressing social problems. It covers topics such as the psychology of crime, the psychology of justice, and the psychology of decision making.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom

**PSYC 392 Personality and Individual Differences**

This course examines the nature of personality and the factors that influence individual differences. It covers topics such as trait theory, the structure of personality, and individual differences in intelligence, motivation, and emotion.

**Class Format:** seminar

**Requirements/Evaluation:**
- extra investigations (oral and written/oral reports of research)
- two short position papers, occasional one-page response and a written/oral report of research

**Distributional Requirements:**
- Division 2
- Other Attributes:
  - PSYC Area 5 - Clinical Psychology
  - PSYC Empirical Lab Course

- **Not Offered Academic Year 2017**
  - SEM  Instructor: Marlene Sandstrom
PSYC 359(S) Anxiety: Responses to Danger, Both Real and Imagined
This is an advanced course on anxiety that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, rape, and natural disasters. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.

Class Format: seminar
Requirements/Evaluation: active class participation, frequent response papers, midterm examination and final term paper
Prerequisites: PSYC 252
Enrollment Preferences: Psychology majors
Expected Class Size: 19
Distributional Requirements: Division 2
Other Attributes: PSYC Area 5 - Clinical Psychology

PSYC 361(S) Psychology of Nonviolence
Nonviolence refers to choice behavior in interpersonal interactions in which physical and psychological injury to others is rejected as an option. In this course we will study moral and psychological theories of nonviolence, and evaluate the empirical support for their central empirical claims of psychological benefits to the practitioner, attitude change in the adversary, and positive exemplary effects on social interaction. Topics include anger and self-control, aggression, evil, conflict resolution, empathy, and forgiveness.

Class Format: discussion/seminar
Requirements/Evaluation: class attendance and participation, discussion leadership, short essays, and a final paper
Prerequisites: any 200-level course in PSYC or permission of instructor
Enrollment Preferences: Psychology majors
Expected Class Size: 19
Distributional Requirements: Division 2
Other Attributes: JLST Theories of Justice/Law
PSYC Area 6 - Other/Interdisciplinary Psychology

PSYC 372 Advanced Seminar in Teaching and Learning
This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students’ learning? What does it take to be an educated person?

Class Format: seminar
Requirements/Evaluation: this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: PSYC 232 or PSYC 272 or permission of instructor
Enrollment Preferences: Psychology majors and those who plan to become teachers
Expected Class Size: 16
Distributional Requirements: Division 2
Other Attributes: EXPE Experiential Education Courses
PSYC Area 7 - Educational Psychology
TEAC Teaching Sequence Courses

Not Offered Academic Year 2017 SEM Instructor: Susan Engel

PSYC 397(F) Independent Study: Psychology
Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar’s Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

Class Format: independent study
Enrollment Preferences: Psychology majors
Expected Class Size: 16
Distributional Requirements: Division 2

Fall 2016
IND Section: 01 TBA Instructor: Steven Fein

PSYC 398(S) Independent Study: Psychology
Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar’s Office and should submit it to the department chair for approval prior to the beginning of the drop/add period.

Class Format: independent study
Enrollment Preferences: Psychology majors
Expected Class Size: 16
Distributional Requirements: Division 2

Spring 2017
IND Section: 01 TBA Instructor: Steven Fein

PSYC 401(F) Perspectives on Psychological Issues
This course—the psychology department’s senior seminar—considers several important contemporary topics from diverse psychological perspectives. These topics will be introduced via popular books or films, and we will analyze them more deeply with original research articles from across multiple perspectives and subdisciplines of psychology. The course will primarily be discussion based, and the students will lead these discussions.

Class Format: seminar
Requirements/Evaluation: participation in class discussions, choosing relevant research articles, and three position papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Enrollment Preferences: open to seniors Psychology majors only
Enrollment Limit: none
Expected Class Size: 15
Dept. Notes: required of all senior Psychology majors

Distributional Requirements: Division 2

Fall 2016
CON Section: 01 TBA Instructor: Steven Fein
IND Section: 02 MR 02:35 PM 03:50 PM Instructor: Jeremy Cone
IND Section: 03 MR 02:35 PM 03:50 PM Instructor: Nicole Harrington
IND Section: 04 MR 02:35 PM 03:50 PM Instructor: Jeff Moher
IND Section: 05 MR 02:35 PM 03:50 PM Instructor: Laura Smalarz
IND Section: 06 MR 02:35 PM 03:50 PM Instructor: Steven Fein

PSYC 493(F) Senior Thesis: Psychology
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 research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available online and on our web site. This is part of a full-year thesis (493-494); Senior Psychology Majors meeting requirements for Honors

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: permission of the thesis advisor

Distributional Requirements: Division 2

Fall 2016
HON Section: 01 TBA Instructor: Steven Fein

PSYC 494(S) Senior Thesis: Psychology
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 research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our web site.

Extra Info: this is part of a full-year thesis (493-494)
Prerequisites: permission of the thesis advisor

Distributional Requirements: Division 2

Spring 2017
HON Section: 01 TBA Instructor: Steven Fein
Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life’s possibilities. The way a society is organized affects how that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility; what intervention(s) can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disgressions, over what and against whom; what is the role of the state in responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

**REQUIREMENTS**

Application to the concentration must be completed in the Spring of sophomore year. Applications are due on the final day of pre-registration. Application materials can be found on the Public Health website: [http://public-health.williams.edu/](http://public-health.williams.edu/) by early April or by e-mailing the chair of the program. Due to excess demand for the concentration, applicants are not guaranteed admittance to the program.

**PHLH 201(S) Dimensions of Public Health**

All students wishing to pursue the Area of Concentration should take this course early in their careers, preferably sophomore year. Students may petition the advisory committee to substitute a course taken in a study abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year. The advisory committee recognizes that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

**Statistics**

Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

**Elective Courses**

Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single track within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of his/her particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

**Experiential Component**

Because many public health challenges cannot be fully appreciated until one has hands-on experience with real communities and actual populations, each concentrator must have at least one relevant field-based educational experience with a research component. This requirement may be met through participation in an approved study abroad program focused on global health, performing a research project marked with an asterisk, a WSS99 project, or a not-for-credit summer or academic-year internship. In every case, the advisory committee must approve the project in advance. This experiential component will serve as a focal point for the student’s work in the capstone course. Please note that experiential component should address both the “public” and “health” in public health. Projects that center on clinical or lab or that do not experience at the discretion of the instructor and the advisory committee, if space permits.

**Written Proposal for the PH Portfolio**

To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage with socio-cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the end of the course registration period in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee.

Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. The final portfolio will typically include major papers written for electives within the concentration, and may serve as a resource for students to draw on during their capstone course.

**PHLH Bioethics + Interpretations of Health**

- CHIN 253/COMP 254/GWSS 255 “Disease” in Modern Chinese Literature and Culture
- COMP 232 Reading and Writing the Body
- HIST 374 Antimicrobial History
- HSCI 320/HIST 293 History of Medicine
- HSCI 322/REL 283/ARAB 281 Medieval Islamic Medicine
- PHIL 212/GWSS 212 Ethics and Reproductive Technologies
- PHIL 213 Biorheology and Medical Ethics
- PHIL 227 Death and Dying
- PHIL 228/GWSS 228 Feminist Bioethics
- PHIL 274 Messing with People: The Ethics of Human Experimentation
- PHIL 337 Justice in Health Care
- REL 246/ANTH 246/GWSS 246/ASST 246 India’s Identities: Religion, Caste, and Gender
- REL 248/ASST 248/ANTH 248/GWSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation
- SOC 332 Life and Death in Modernity
- SOC 371/HSCI 371/SCT 371 Science, Technology, and (Bio)medicalization

**PHLH Biomedical Determinants of Health**

- BIOL 132 The Human Genome
- BIOL 133 Biology of Exercise and Nutrition
- BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
- BIOL 136 Studying Human Genetic Diversity: Individuals, Populations, and ‘Races’—Disease Biology
- BIOL 219 Dangerous Exposures: Environment, Immunity, and Infectious Disease
- BIOL 313 Immunology
- BIOL 315 Microbiology: Diversity, Cellular Physiology, and Interactions
- BIL 417 Translational Immunology: From Bench to Bedside
- CHEM 115 AIDS: The Disease and Search for a Cure
- CHEM 341/ENVI 341 Toxicology and Cancer
- CHEM 343 Medicinal Chemistry
- PSYC 317/NSCI 317 Science through Nurture: Topics in Developmental Psychology
- PSYC 335 Early Experience and the Developing Infant

**PHLH Core Courses**

- PHLH 201 Dimensions of Public Health
- PHLH 402 Senior Seminar in Public Health

**PHLH Decision-Making by Institutions + Individuals**

- ECON 205 Public Economics
- ECON 230 The Economics of Health and Health Care
- ECON 381 Global Health Policy Challenges
- ECON 465 Public Health Policy Challenges
- ECON 468 Your Mid-life or Your Life: Health Disparities in the United States
- ECON 504 Public Economics
- PSYCH 269/GWSS 209 Poverty in America
- PSYC 229 International Development
- PSYC 249/GBST 249 From Beetroot to Zero Grazing: Comparative Response to AIDS in Africa
- PSYC 326 Choice and Decision Making

**PHLH Methods in Public Health**

- ECON 379/523 Program Evaluation in International Development
PHLH Nutrition, Food Security, and Environmental Health

AFR 211/AMST 211/ENVI 211/SOC 211 Race and the Environment
ANTH 371 Medicine, Pathology, and Power: An Anthropographic View
BIOI 422/FNSC 422/ENVI 422 Ecology of Sustainable Agriculture
ENVI 208 Science and Politics in Environmental Decision Making
ENVI 233 The Industrial Animal
ENVI 283/PSCI 283 Dirty Politics: Regulating Hazardous Chemicals and Wastes

PHLH Reproductive, Maternal and Child Health

ANTH 272/WGSS 272 Sex and the Reproduction of Society
HIST 378/WGSS 378 The History of Sexuality in America
PSYC 317/NSCI 317 Nature via Nurture: Topics in Developmental Psychobiology
PSYC 335 Early Experience and the Developing Infant
PSYC 337 Temperament and Biobehavioral Development
PSYC 350 Child Psychopathology
PSYC 376 Clinical and Community Psychology
REL 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation

PHLH Social Determinants of Health

AFR 211/ENVI 211/SOC 211/AMST 211 Race and the Environment
ANTH 271 Medicine, Pathology, and Power: An Anthropographic View
ECON 380/ECON 519 Population Economics
ECON 469 Your Money or Your Life: Health Disparities in the United States
PSCI 209/WGSS 209 Poverty in America
WGSS 230/AFR 230 Gender, Sexuality, and Global HIV/AIDS

PHLH Statistics Courses

ECON 255 Econometrics
POEC 253 Empirical Methods in Political Economy
PSYC 201 Experimentation and Statistics
STAT 101/NSCI 101/EPBI 101 Elementary Statistics and Data Analysis
STAT 201 Statistics and Data Analysis
STAT 202 Introduction to Statistical Modeling
STAT 231 Statistical Design of Experiments
STAT 340 An Introduction to Categorical Data Analysis
STAT 372 Longitudinal Data Analysis: Modeling

STUDY ABROAD AND INTERNSHIPS

Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field-based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the program coordinator. You can find general study away guidelines for Public Health on the publichealth.williams.edu.

PHLH 201(S) Dimensions of Public Health

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises, covering infectious disease epidemics and prevention, sexual health, and mental health.

Class Format: lecture
Requirements/Evaluation: two papers on a selected population or country and health issue, two short reaction papers, peer reviews and active contribution to class discussion, including on Glow
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: sophomores, potential Public Health concentrators
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: non-divisional
Other Attributes: PHLH Core Courses

Spring 2017
LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Kiarkan Honderich

PHLH 402(S) Senior Seminar in Public Health

This course is designed to provide senior concentrators the opportunity to delve into the public health literature. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health, including topics in the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. Some amount of off-campus travel may be required either in spring break or the latter half of the semester. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

Class Format: seminar
Requirements/Evaluation: active seminar participation, written reflections, contribution to the team research project and a 12- to 15-page final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: completion of at least 4 courses counting towards the PHLH concentration
Enrollment Preferences: senior Public Health concentrators
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Non-divisional
Other Attributes: PHLH Core Courses

Spring 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Amie Hane

RELIGION (DIV II)

Chair: Associate Professor JASON JOSEPHSON


MAJOR

The major 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 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. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

Required Sequence Courses
Religion 200 Theories and Methods in the Study of Religion
One 300-level seminar or tutorial
Religion 401 Senior seminar

Elective Courses
Six electives at the 100, 200 or 300 level (with a maximum of one 100-level class to count towards major).

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College's co-ordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300-level seminar or tutorial or might include additional coursework from other programs and departments (whether cross-listed or not).

The major will culminate in a year-long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present his/her individual research project and a 12- to 15-page final paper. The major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

The department will work with students in the classes of 2014-2015 to adapt these new guidelines for the major. Beginning in spring 2012, students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.
REL 102(F) The Meaning of Life
As Henry David Thoreau put it, "The mass of men lead lives of quiet desperation," attempting to fill their void of existence with sex, money, ephemeral amusements, and the steady accumulation of unnecessary possessions—basically killing time until the day they die. For some people this might seem to be enough, but this course is for those of us who lie awake at night wondering things like: "Why are we here?" "What does it mean to live a good life?" "How can I be happy?" "What is our duty to others?" "What really matters?" and "What is the Meaning of Life?" This course will trace the diverse responses to these important questions offered by philosophers and religious thinkers in different cultures and time periods. We will read their texts critically and discuss how they can be directly relevant to our lives. Students will also be introduced to abstract theorizing in Religious Studies about how different cultures and traditions have historically come to live meaningfully. Authors and texts to be read may include Aristotle, Hannah Arendt, Marcus Aurelius, the Bhagavad Gita, H. H. Dalai Lama, the Dharmakarmaccha, Karen Armstrong, Martin Luther King Jr., Jean-Paul Sartre, Shantideva, Peter Singer, Leo Tolstoy, Max Weber, and Slavoj Zizek.

Class Format: lecture
Requirements/Evaluation: attendance and participation, journal and short writing assignments, midterm and final exams
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 40
Distributional Requirements: Division 2

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Jason Josephson

REL 103 The Way of Power: A History of Occult Knowledge and Practices
Since antiquity, certain individuals and groups have claimed privileged access to hidden sources of knowledge, which they maintained could only be revealed to the initiated or enlightened. What is more, it was also often asserted that this knowledge conveyed various powers—from summoning good and evil spirits, transforming base metals into gold, predicting the future, achieving body immortality, directly witnessing the face of God or even becoming a God. How does examining these claims alter our understanding of established religions? This course will trace the historical development of these practices and beliefs known to scholars as "esotericism"—from antiquity to the present. It will cover such topics as magic, alchemy, kabbalah, Gnosticism, hermeticism, Theosophy, tantrism, occultism, vodou, and spiritualism. Emphasizing close the reading of the primary sources, we will explore the boundaries between "esoteric" and "secular" knowledge. We will discuss esotericism as the site for the European appropriation of the "Orient," the construction of discipline of religious studies, and even the origins of modern science.

Class Format: lecture/discussion
Requirements/Evaluation: two short writing assignments, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: none
Expected Class Size: 40
Distributional Requirements: Division 2
Not Offered Academic Year 2017 LEC Instructor: Denese Buell

REL 104 Religious Conflict and Cooperation
Violent conflicts throughout the world are animated by religious rhetoric, driven by religious actors, and sanctioned by religious authorities. At the same time, religious and "interfaith" organizations are often prominent participants in peace advocacy and conflict resolution. What are the varieties of religious involvement in war and peace? What can we learn about "religion" from the conflicts and cooperative initiatives that are labeled "religious"? Does the modern nation-state increase the likelihood of religious conflict? Will 21st century globalization support more or less conflict and/or cooperation? We will investigate these and other questions through contemporary case studies. In some cases we will focus on conflicts over territory: the Temple Mount/Noble Sanctuary in Jerusalem, the Babri Mosque/Birthplace of Rama in Ayodhya, India, the Israeli-Palestinian conflict, and the conflict over the historic site of Usama Bin Laden and the role of spirit possession in the formation of the Lord's Resistance Army in Uganda. Finally, we will consider efforts to end such conflicts peacefully and delegitimize militant groups. In each case, we will see how competitive or co-opting the control over what counts as "Islamism," "Hinduism," "religion," and so forth is central to these conflicts and to the goals of those who seek to resolve them. Along with primary and secondary sources related to each case study, we will also read theoretical works by authors that may include Mark Juergensmeyer, Samuel Huntington, Scott Appleby, Bruce Lincoln, Saba Mahmood, Olivier Roy, Ananda Abeysekara, Talal Asad, Tomoko Masuzawa, Elizabeth Shakkam Hur, and others.

Class Format: lecture
Requirements/Evaluation: two short papers, an in-class mid-term exam, and a final paper or project
Extra Info: not available for the fifth course option

Enrollment Preferences: first-year students and potential Religion majors
Enrollment Limit: none
Expected Class Size: 30
Distributional Requirements: Division 2
Not Offered Academic Year 2017

REL 106 Is God Dead? Secularization in the Modern World
In 1966, Time magazine published an edition titled "Is God Dead?", alluding to Friedrich Nietzsche's famous claim that "God is dead." The Time edition examined the growing number of people in the United States who proclaimed disbelief in organized religion or in God. Today, one in five people in the United States identify as "none" when asked about their religious affiliation. This trend is one important component of what has come to be known as "secularization." At the same time, however, the idea that religion is increasingly disappearing or becoming irrelevant has been significantly challenged by the rise of the "religious right" in the United States, as well as Islamism, Hindu nationalism, and many other religious revival movements across the globe. This course will take a theoretical and global comparative perspective to understand the nature of secularization in the modern world. Has secularization taken place or not? What does it mean to say we live in a secular society? Is it the case that "Western" society is secular whereas the rest of the world is not? The course will answer such questions by beginning with broad historical narratives and theoretical accounts that propose various interpretations of secularization as a historical process (focusing primarily on Peter Berger, Steve Bruce, Jose Casanova, and Charles Taylor). The remainder of the course will then explore a variety of case studies from the Americas, the Middle East, India, and East Asia to nuance and complicate those theories and narratives. We will explore how the very idea of secularization presupposes a constructed notion of "religion" and will think about the implications of that secular-religion binary.

Class Format: seminar
Requirements/Evaluation: active participation, two short essays (4-5 pages), in-class mid-term exam, and final project
Prerequisites: none
Enrollment Preferences: prospective Religion majors
Enrollment Limit: 25
Expected Class Size: 10
Distributional Requirements: Division 2
Not Offered Academic Year 2017

REL 171 Music and Spirituality Crossoverings: MUS 171/REL 171
Across cultures and across millennia, music has served to enable, inspire, and express the spiritual life experiences of communities and individuals. Why is this so? In what contexts and through what means can making and hearing music acquire a spiritual dimension? This course will take a topical approach to exploring music's spiritual power, considering such areas as the function of music in ritual practices from various cultures and times, the use of music to tell sacred stories, and the role of music created in the face of death and its aftermath. Our primary focus will be on music from Christian traditions from medieval to modern times, enriched by conversations with musicians immersed in the music of other world faith traditions. We will explore connections between music and spirituality through a wide variety of composers and styles, including plainchant and Renaissance sacred music; Baroque and choral music; classics by Bach, Mozart, Beethoven, and Brahms; American hymnody and spirituals; Igor Stravinsky and Arvo Pärt; John Coltrane and Dave Brubeck; and affiliated artists from the world of contemporary popular music.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, several brief writing assignments, a midterm paper, and a final project with presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
REL 200(S) What is Religion? Theories and Methods in the Study of Religion

As recently as the 1960s, the most influential theorists of modernity were predicting that religion would eventually vanish, while theologians lamented what they called the "Death of God." But one has only to glance at today's headlines to see that accounts of religion's demise were premature. Indeed a basic knowledge of religion is indispensable to understanding the current global moment as well as a range of fields from political science to English literature and history. To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. It will familiarize students with the discipline's most significant theorists (both within and outside of the field) and forge their multidisciplinary—philosophical, sociological, anthropological, and psychological—modes of inquiry. At stake are questions such as: How does one go about studying religion? Is "religion" even a cultural universal? Or is it merely the byproduct of the European Enlightenment? What is religion's relationship to God? to science? to secularism? to colonialism? to ethics? to politics? to violence? to sex? to freedom? Has religion changed fundamentally in modernity? And if so, what is its future?

Class Format: seminar

Requirements/Evaluation: class participation, three short (2-3 pages) writing assignments, a 5-page midterm paper, and a 10-page final paper

Extra Info: not available for the fifth course option

Prerequisites: none, although a previous course on religion is recommended

Enrollment Preferences: Religion majors

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements: Division 2

REL 201(F) The Hebrew Bible

Crosslistings: REL 201/COMP 201/JWST 201

The Hebrew Bible is perhaps the single most influential work in the history of Western philosophy, literature, and art. But the overwhelming presence of the text in nearly every aspect of modern culture often obscures the sheer brilliance of its narrative technique as well as the complex interplay between law, history, prophecy, and poetry. This course offers a comprehensive introduction to the literary, historical, and theological aspects of the Hebrew Bible with an eye towards developing a sophisticated understanding of the text in its ancient context. Through the close reading of substantial portions of the Hebrew Scripture in translation and the application of various modern critical approaches to culture and literature, students will explore fundamental questions about the social, ritual, and philosophical history of ancient Israel, as well as the fundamental power of storytelling that has resonated across two millennia.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two to three longer papers

Prerequisites: none

Enrollment Preferences: Jewish Studies concentrators, Religion and Comparative Literature majors

Enrollment Limit: 35

Expected Class Size: 40

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Other Attributes: ARAB Arabic Studies Electives

JWST Gateway Courses

Not Offered Academic Year 2017

REL 202 Moses: Stranger in a Strange Land

Crosslistings: REL 202/JWST 202/COMP 214

As chieftan, priest, prophet, and lawgiver all in one, Moses occupies the central place in the history of Israelite and Jewish leaders. However, he is a story of the unlikely candidate for such an important role. He is God's chosen leader among the enslaved Israelites, but he is raised as an Egyptian prince. He is a spokesman for his people, but he is slow of speech. He is the lawgiver and first judge of his nation yet he is quick-tempered and impulsive. This is the story of the most revered figure in the Jewish tradition, who nevertheless remains an outsider to the very end, has fascinated commentators and inspired countless artistic and literary interpretations. This course will engage in a close study of the figure of Moses by examining the biblical narrative of his life and career from Exodus through Deuteronomy with an eye towards understanding the complex and often contradictory portrait of this self-described "stranger in a strange land." We will also examine some of the ancient legendary and folkloric accounts about Moses, as well as philosophical and allegorical treatments in Hellenistic Jewish, early Christian, and Muslim biographies. We will then proceed to investigate key modern reconfigurations and critiques of Moses in several genres, which may include renaissance visual depictions, literary works by Sigmund Freud, George Eliot, Thomas Mann, and Zora Neale Hurston, and even musical and cinematic renditions. All readings are in translation.

Class Format: seminar

Requirements/Evaluation: class participation, short written assignments, and two or three longer papers

Prerequisites: none

Enrollment Preferences: students who have already taken a course in biblical literature

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Not Offered Academic Year 2017

REL 203 Judaism: Before The Law (D)

Crosslistings: REL 203/JWST 101

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twenty-first-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts by Franz Rosenzweig, Leo Strauss and Joseph Soloveitchik, Kafka's The Trial with his parable "Before The Law," Woody Allen's film Crimes and Misdemeanors, and ethnographic accounts of contemporary Jewish observance. All readings will be in translation.

Class Format: seminar

Requirements/Evaluation: class participation, three short papers, and a final longer paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Jewish Studies concentrators, Religion majors and students who are considering these options

Enrollment Limit: 30

Expected Class Size: 15

Distributional Requirements: Division 2

Exploring Diversity

Other Attributes: JLST Interdepartmental Electives

JLST Enactment/Applications in Institutions

JWST Gateway Courses

Not Offered Academic Year 2017

REL 205 Ancient Wisdom Literature

Crosslistings: REL 205/CLAS 205/COMP 217/JWST 205

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of hokhmah, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the institutional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's Works and Days, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's Poor Richard's Almanack. All readings are in translation.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under CLAS or COMP

Distributional Requirements: 489
MacLeish's force of the story has inspired some of the greatest artistic and literary genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's The Trial, Archibald MacLeish's "Maisong of Reason," Carl Jung's Answer to Job, and William Blake's Illustrations to the Book of Job. All readings are in translation.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation, weekly short written assignments, and two longer papers

Prerequisites: none

Enrollment Limit: 19

Distribution and Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under REL or JWST; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2 Writing Intensive

Other Attributes: JWST Core Electives

Expected Class Size: 15

REL 209 Jewish America

Crosslistings: REL 209/COMP 250/JWST 209

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctively Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, politicians, and some comedians in order to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuli Sziekze, Shaul Magid, Andrew Ross and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and anthropological readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like The Jazz Singer (1927 and 1980), Exodus and Annie Hall, read John Updike's Bech: A Book, Philip Roth's Operation Shylock or Cynthia Ozick's The Puttermesser Papers; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's Dearborn Independent, the Menorah Journal or Commentary; study works by Rabbis Stephen Wise, Ranen Joshua Heschel and Meir Kahane; and watch episodes of Bridget Loves Bernie, Northern Exposure and Curb Your Enthusiasm. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

Class Format: Seminar

Requirements/Evaluation: class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

Prerequisites: none

Enrollment Preferences: Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

Enrollment Limit: 19

Expected Class Size: 25

Distributional Requirements: Division 2

Not Offered Academic Year 2017

REL 210 The New Testament: Purpose, History and Method (W)

Crosslistings: REL 210/CLAS 210/COMP 213

The New Testament is the most important collection of documents in the Christian religion. This course offers an overview and discussions of the origin and purpose of the writings, the development of methods of readings of the texts, we start with the origin of the writings before they became collected into the New Testament, and ask: what forms of writings (genres) in Greco-Roman culture were available to the authors of the New Testament, and how they were used for the purpose of shaping faith in Jesus Christ and creating communities? Why just these scriptures were included, and not others, for instance, the Gospel of Thomas, is another much discussed question. The impact of the New Testament writings upon society is a problematic history; for instance, they have been used to support negative attitudes to Jews, women and homosexuals. This raises the issue of how to read the New Testament. There are many different ways of reading the New Testament; perhaps the most common way to read it is as a scripture, important for one's religious faith. In this course, however, we will focus on scholarly and academic readings of the New Testament. But they, too, have gone through many changes, influenced by contemporary methodologies, and critical ones in the 19th and into 20th century, more recently, by literary, feminist and post-colonial readings. Through extensive readings of New Testament writings in their cultural and historical context, documentations of their use in history, and recent theories of interpretation, the aim is to gain an independent position on the New Testament as an historical and religious document.

Class Format: lecture/discussion

REL 208 Ancient Greek Religion

Crosslistings: CLAS 208/REL 208

This course explores the nature and evolution of ancient Greek religion from the Bronze Age (1200s BCE) to the rise of Christianity, with a focus on ritual and cultic practices in their cultural and historical context. We will draw on the rich evidence provided by literary and documentary texts, and also take into account archaeological evidence, including works of art such as sculpture and vase painting. We will pay special attention to ritual in civic and political life, and its role in expressing and forming individual and group identity. We will also examine the intersection of religion and literature by reading works that describe or depict cultic practice, or that were composed for performance in ritual contexts. Readings include Homer's Iliad, Hesiod's Theogony, Euripides' Bacchae, Aristophanes' Women at the Thesmophoria, and selections from the Homeric Hymns and Pindar's Odes.
REL 211(F) Earliest Christianities
This history course explores the diversity and development of early Christianity primarily through the writings of early Christians beyond the New Testament canon. Attention is given to diverse interpretations of Jesus and Judaism, the emergence of church structures and rituals, and the construction of the categories "orthodoxy" and "heresy" in the context of the struggle for authority and identity in the Roman Empire as well as at the intersections between historiography and contemporary religious and political debates.

Class Format: lecture/discussion
Requirements/Evaluation: active preparation and participation, 1 text analysis paper (5 pages), midterm, and take-home final
Prerequisites: none
Enrollment Limit: none
Distributional Requirements: Division 2

REL 212 The Development of Christianity: 30-600 C.E. (W)
Crosslistings: REL 212/HIST 324
This class will introduce you to the history, writings, practices, and structures of early Christians between 30-600 CE. Who were "Christians" and how did they understand and define themselves in this time period? What historical and cultural factors influenced the ways in which Christians were perceived, could imagine themselves, and lived? While this class addresses the basic flow of events and major figures in early Christian history, it will also require you to develop a critical framework for the study of history in general. In addition, you will gain significant experience in the critical analysis of primary source materials. Special attention will be paid to the incredible diversity of early Christian thought and practice.

Class Format: lecture/discussion; in-class group work
Requirements/Evaluation: active and informed participation, one reflection paper (1 page), two textual analysis papers (3-4 pages)—at least one to be revised (option to revise both)
Extra Info: additional requirements: one historiographical analysis (5-7 pages), and a take-home final exam
Prerequisites: none
Enrollment Preferences: sophomores considering a major in Religion or History, then senior and junior majors in these departments
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group P Electives - Premodern
JWST Elective Courses

REL 214 The Late Byzantine World: From Justinian to Constantine XI
Crosslistings: ARTH 238/CLAS 248/REL 216
This course will cover the basic stylistic, iconographical, narrative, and ritual functions of visual representations of gods, and the continued interest in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylus, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

Class Format: lecture and discussion
Requirements/Evaluation: short writing assignments, midterm exam, final exam, final paper
Prerequisites: none
Enrollment Preferences: preference will be given to pre-registered Art-History majors concentrating in the pre-1400 requirement; otherwise, the course is open to any interested student
Enrollment Limit: 40
Expected Class Size: 30
Dept. Notes: the pre-1400 requirement; satisfies the pre-1600 elective requirement in the art-history major.
Distribution Notes: meets Division 1 requirement if registration is under ARTH and CLAS; meets Division 2 requirement if registration is under REL
Distributional Requirements: Division 1
Other Attributes: ARTH pre-1600 Courses

REL 218 Gnosis, Gnostics, Gnosticism (W)
Crosslistings: REL 218/COMP 218/CLAS 218
What is gnosis and Gnosticism? Who were the Gnostics? Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claimed made about gnostis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with...
Muslim and non-Muslim biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad’s life, we will think about the many ways in which Muhammad's life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad’s polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.

Class Format: seminar
Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam
Prerequisites: none
Enrollment Preferences: Religion majors
Enrollment Limit: none
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2
Exploring Diversity

REL 231 The Origins of Islam: God, Empire and Apocalypse
Crosslistings: REL 231/HIST 209
Both Muslim and non-Muslim historians usually see the rise of Islam in the seventh century C.E. as a total break with the past. This course will challenge that assumption by placing the rise of Islam in the context of the history of late antiquity (c. 250-700 C.E.). The first portion of the course will examine the impact of Judeo-Christian monotheism in the ancient world, the rise of confessional empires, articulation of new ideas about holiness and its relation to sexuality, and the transformations undergone by Judaism, Christianity, Zoroastrianism and Manichaeanism. We shall examine the conversation of these traditions with classical paganisms and philosophy, the internal struggles within traditions to define rules of interpretation, the impact of ascetic, iconiclastic and apocalyptic ideas and, finally, politics among the traditions. We will then examine the career of Muhammad (PBUH) in the context of Arabia, the spread of the Islamic empire into Christian and Iranian worlds, the impact of apocalyptic expectations, the fixation of religious decision making within the tradition, the process of conversion, the encounter with the Late Antique heritage and religious diversity within the commonwealth of Islam. The course will end with the end of the Abbasid Caliphate in 1258.
Requirements/Evaluation: one 5-page paper, self-scheduled final, and a final research project
Prerequisites: none, open to all
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
HIST Group E Electives - Middle East
HIST Group P Electives - Premodern
Not Offered Academic Year 2017
LEC

REL 234(F) Religion and Migration (D)
Crosslistings: LATS 234/REL 234/AMST 234
This course is concerned with the ways in which migrants groups have altered the religious landscape of the U.S. and how they innovatively reproduce practices from their places of origin. Crossing into the U.S. from the eastern seaboard, the Pacific Rim, and the southern border with Mexico, migrants bring their new ways of creating sacred space and negotiated religious life. We will seek to understand the multifaceted relationships between religion and migration. How have migrants negotiated the role of religion in their private and public lives? What have been the social consequences pertaining to gender, praxis, respectability? The course take into account earlier iterations of migration from the nineteenth century but case studies in this course will draw heavily from the third wave of American immigration, characterized by twentieth-century “indentured migrations” of African Americans, Latins/o, Native Americans, and rural dwellers into the urban environment. We will conclude by examining the ways in which forces of modern globalization have changed the nature of religious diversity in the U.S. In this EDI course, we will extensively compare migrant cultures as we interrogate power and privilege pertaining to race and religion. The cultural production of these migrant groups that we will examine will offer students an empathetic understanding of diverse cultures and their form of belonging.
Class Format: seminar
Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source write up (up to 5 pages), and a final project on “Representing Religious Migrations”
Extra Info: (includes 8-10 page paper based on primary and secondary sources and interactive component: video, map, photographs, material cultures exhibit plan, etc). Course may require a field trip may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
LATS Comparative Race + Ethnic Studies Electives

REL 235(F) The Qur’an and Literature
Crosslistings: COMP 235/ARAB 235/REL 235
This course explores the rich and multifaceted relationship between the Qur'an and literature from several different perspectives. The first part of the course will examine Qur'anic styles through primary readings in translation and scholarship on the question of whether the Qur'an is literature. Readings will consider how the Qur’an sheds light on the category of literature through attention to such features as sound, figurative language, and genre. Students will then discover what the Qur’an has to say about poets and stories. We will then turn to the classical discourse on Qur'anic inimitability (i`jaz al-Qur'an), with an emphasis on stylistic/rhetorical inimitability and its relationship to Arabic literary theory. We will make use of recent translations of i`jaz treatises, manuals of literary criticism, and historical readings on the status of the Qur’an in early Islamic history. Finally, we will read a selection of later literature that takes up Qur’anic themes and language in Islamic history, in order to explore questions of intertextuality, rewriting, and the guises that commentary can take.
Class Format: seminar
Requirements/Evaluation: 2 papers (5-7 pp., 8-10 pp.), short response papers, class participation
Enrollment Preferences: Comparative Literature majors, Arabic Studies majors
Enrollment Limit: 40
Expected Class Size: 15
Distributional Requirements:
meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under REL
Distributional Requirements:
Division 1

REL 237 Islam in the United States: From Black Muslims to the War on Terror (D)
Crosslistings: REL 237/AMST 237/AFR 237
Malcolm X is likely the most prominent and influential Muslim figure in the history of the United States. His story represents two fundamental themes in the history of Islam in America: conflict between Muslims over what is “authentic” or “orthodox” Islam; and the ways that American history, politics, and culture determine the contours of “American Islam”. This course will explore these two themes through an array of topics in the history of American Islam. In so doing, we will examine the complex relationship between religion, politics, and culture in the United States. Beginning with the story of Malcolm X, the Nation of Islam, and other African-American Muslim movements, we will try to understand: What made Islam so appealing to millions of African-Americans throughout the 20th century? And were these genuinely “religious” and “Islamic” movements, or just racial/political “black nationalist” movements in the guise of religion? What counts as legitimately “Islamic”, and who gets to decide? We will then move into the latter half of the 20th century and the post-9/11 debates over authentic Islam. What happened to American Muslim communities and organizations after the waves of post-1965 immigration from Muslim countries? How have debates about Muslim identity shifted over time, from being configured in terms of black separatism, to transnational/diasporic identity, to the attempts at articulating an indigenous “American-Muslim” identity? How have national narratives around 9/11 and the “War on Terror” impacted these debates over identity and “authenticity”? And how have these debates intersected with gender, racial, and ethnic politics?
Throughout the course, we will be studying historical and anthropological material, autobiographies, novels, documentaries, films, and social media. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to race, ethnicity, nationality, culture, gender, language, and age.
Class Format: seminar
Requirements/Evaluation: in-class participation and presentations; 3 short essays; final project
Prerequisites: none
Enrollment Preferences: none
Expected Class Size: 12
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017
LEC

REL 238(S) Faith and Rationality in Islam: Skepticism and the Quest for Certainty
Religious faith is generally perceived as being diametrically opposed to reason and rationality. Islam in particular is often assumed to be even more dogmatic in its demand for blind unquestioning faith. This course will explore the diverse ways that Muslims in different historical contexts have navigated the complex relationship between faith, rationality, and skepticism. Is faith compatible with reason and rationality? Can the foundations of Islamic belief be proven to be true? Does faith require absolute certainty? What room is there for doubt and skepticism in Islam? We will explore these questions through an array of primary and secondary readings in Islamic theology, philosophy, and mysticism, from the classical to the modern periods. We will also conduct the course with some anthropological material exploring how ordinary Muslims today live out these tensions in their daily lives.

### Course Format:
- **Requirements/Evaluation:** essays and exams
- **Enrollment Limit:** 10
- **Expected Class Size:** 5-10

### Distributional Requirements:
- Division 2

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REL 243(S) Women, Gender, and Sexuality in Islam

**Crosslistings:** REL 242/ARAB 242/WGS 242

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representation and then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities.

### Course Format:
- **Requirements/Evaluation:** active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10-15 pages)
- **Enrollment Limit:** 19
- **Expected Class Size:** 10
- **Distributional Requirements:** Division 2

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REL 244 Mind and Persons in Indian Thought

**Crosslistings:** REL 244/ASST 244

In this course, we follow the conversation among Indian philosophers concerning the self and the nature of consciousness. We start with some of the Hindu views about the self and the mind and consider their historical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka philosophy, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central ideas that have challenged philosophers in both traditions.

### Course Format:
- **Requirements/Evaluation:** lecture/discussion
understanding of a remarkable but tragically threatened civilization. This becomes not just an exercise in self-reflection but also a gate to a better world, and the indispensable assessment of Western representations of Tibet and culture to resist oppression. In this way, we get a footing in the Tibetan the Tibetan people have faced the challenge of how to use their institutions misunderstandings that threaten its integrity, is part of the Exploring Diversity Initiative.

Requirements/Evaluation: full attendance and participation, three 6-page essays
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Georges Dreyfus

REL 246(T)F India’s Identities: Reproducing the Nation,Community and Individual (D) (W)
Crosslistings: REL 246/ANTH 246/WGSS 246/ASFT 246
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—as its foil. The course explores the body as a lens through which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores the ways that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.

Class Format: seminar
Requirements/Evaluation: the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor
Prerequisites: none
Enrollment Preferences: majors in Religion, Women’s, Gender and Sexuality Studies
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive

REL 247(S) Religion, Environment, and the American West (D)
Crosslistings: REL 247/LATS 247/ENVI 247
From the “Land of Enchantment” of New Mexico in the far reaches of the desert to the sacred temples on the West Coast that overlook Pacific Ocean, this course examines the peoples and the “sacrosanct” of the American West. Historian Patricia Limerick regards this region as an extraordinary site of convergence and one of “the greatest meeting places on the planet.” The region is a site of cultural complexity where Penitentes maintained a sacred order, Pentecostals attracted a global audience, Native Americans forged leprous definitions of “religion,” and Asian immigrants built the first Buddhist and Sikh temples. Until recently, standard surveys of religious history in North America have devoted minimal attention to the distinctive role of religion in the American West. They have focused on religious history in the flow of events westward from the Plymouth Rock landing and Puritan establishment while generally overlooking the Pueblo Revolt in modern-day New Mexico which occurred in that same century and marked the temporary suspension of Spanish encroachment. How do scholars of religion and history account for these renditions between the past and present? Most mainstream religious histories treat religious experience and identity in the U.S. West as additive rather than complementary to or constitutive of its mainstream narratives. Contemporary historians of religion note the need for new “sights,” “cites,” and “sites” in order to deconstruct and reconstruct this incomplete meta-narrative, taking into account such factors as migration, gender, region, and the environment. In this EDI course we will use tools of critical theory and historicism to examine this region, compare religious cultures, and interrogate who and what constitute notions of race.

Class Format: lecture/discussion
Requirements/Evaluation: student participation, weekly reflection papers (up to half page), midterm primary source paper (up to 5 pages), and a final research paper on Religion and the Environment (8-10 page paper with a media/visual component)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
course is part of the 2016-17 Climate Change Initiative
Prerequisites: none
Enrollment Limit: 25
Dept. Notes: religion: Elective Course
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ENVI Humanities, Arts + Social Science Electives
LATS Comparative Race + Ethnic Studies Electives

Spring 2017
LEC Section: 01 TBA Instructor: Lloyd Barba
REL 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia (D) Crosslistings: REL 250/ASST 250
In East Asian cultures, as in the United States, popular conceptions of morality are both sexualized and moralized—stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal subject to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others. This course fulfills the Exploring Diversity Initiative by providing students with tools for cross-cultural analysis of ethics and moral paragons, as part of how societies manage difference and articulate hierarchies of privilege and power.

Class Format: lecture/discussion
Requirements/Evaluation: active participation, short writing assignments, midterm, and a take-home final exam
Prerequisites: none
Enrollment Preferences: Religious Studies and Asian Studies majors
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 2

Not Offered Academic Year 2017
LEC Instructor: Jason Josephson

REL 251 Zen Buddhism: History and Historiography Crosslistings: REL 251/ASST 251
Because mystifying references to Zen are strewn throughout American popular culture—from episodes of the Simpsons to names of perfumes and snack foods—most Americans have an image of Zen Buddhism that is disconnected from anything actually practiced in East Asia. This course offers a corrective to this image by familiarizing students with both the history of Zen and the historiographical roots of these popular perceptions. This course will examine the origins of Zen (Ch'an) in China, trace its transmission to Japan, and consider its development in both cultural contexts. It will conclude with an examination of Zen's unique role in American popular culture. The course will enrich the conventional image of Zen by addressing its involvement with politics and governance, gods and demons, mummies and sacred sites, sex and violence, nationalism and scholarship. Texts will include selections from primary works in translation (The Platform Sutra of The Sixth Patriarch, The Gateless Barrier, The Lancelot of Seated Meditation) as well as selections from secondary literature including Suzuki, Zen and Japanese Culture, Victoria, Zen at War, and Faure, The Rhetoric of Immediacy.

Class Format: lecture/discussion
Requirements/Evaluation: participation in class discussion, short responses papers (2-3 pages), one mid term exam, and a take-home final exam
Prerequisites: none
Enrollment Preferences: Religion and Asian Studies majors
Enrollment Limit: 30
Expected Class Size: 30
Distributional Requirements: Division 2

Not Offered Academic Year 2017
LEC Instructor: Jason Josephson

REL 252(F) Zen Buddhist Visual Culture: The Path to Nirvana (W) Crosslistings: ARTH 376/ASST 376/REL 252
This course is about the ways in which images are produced, viewed, and used in the Zen Buddhist tradition. It explores the various ways in which visual culture is a key part of Zen Buddhism teaching in China and Japan. In this class we will look at both high art and popular expressions of Zen Buddhist visual culture. Topics of interest include: 1) Buddhist image making and icon worship; 2) Gardens; 3) tearooms, tea ceremony and tea bowls; 4) The Zen temples Ryoan-ji, Daisen-in, and Daitoku-ji; 5) The political function of Zen and its art in Japan's samurai culture; 6) The popular Zen Buddhist cult of Bodhisattva Avalokitešvara and his gender transformation; and 7) Daruma (Bodhidharma) imagery in popular culture. This course is a CRASS (critical reasoning and analytical skills) course. The class format also offers students opportunities to practice public speaking and writing skills.

Class Format: lecture/class discussion
Requirements/Evaluation: class discussions and participation; oral presentations, short papers; and a research paper
Enrollment Preferences: sophomores, juniors and seniors
Enrollment Limit: 10
Expected Class Size: 8
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST or REL
Distributional Requirements: Division 1
Writing Intensive
Not Offered Academic Year 2017
LEC Instructor: Georges Dreyfus

REL 253 Spiritual Crossroads: Religious Life in Southeast Asia (D) Crosslistings: ANTH 233/ASST 233/REL 253
No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam, have all spread through this region in recent times. Each region will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Class Format: lecture/discussion
Requirements/Evaluation: mid term, short essays, term paper
Prerequisites: none; open to non-majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2
Exploring Diversity

Not Offered Academic Year 2017
SEM Instructor: Ju-Yu Jang

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movements, the changing role of monks and laity, the resurgence of the nunnery, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Burmese Buddhism take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: lecture/discussion
Requirements/Evaluation: full attendance and active participation; two essays
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2

Not Offered Academic Year 2017
LEC Instructor: Georges Dreyfus

REL 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W) Crosslistings: REL 256/GWSS 256/ANTH 256/ASST 256
This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhism soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far-flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How do feminist deconstructions
REL 257(F) Tibetan Buddhism: Embodying Wisdom and Compassion

We begin by considering the basic ideas and practices of Tibetan Buddhist traditions and the ways in which the ideals of wisdom and compassion have shaped Tibetan culture. We then proceed to examine particular aspects of the tradition such as the role of the teacher or lama and his or her various manifestations, from the exotic figure of the tantric guru to that of the Dalai Lama, a charismatic world teacher engaged in both religious and political affairs. We also examine a wide range of lay and monastic practices, from the life of large monasteries and their unique culture to the practices of nuns and lay people. Throughout this course, we consider not just the variety of esoteric practice forms but also the esoteric tantric tradition that pervades Tibetan life.

We examine the various meditative practices that revolve around this profound and often misunderstood tradition. In doing so, we do not consider tantra as just a set of strange practices sometimes revolving around sex and violence. Rather we examine how it manifests a philosophy of embodiment that has profound implications for thinking about who we are as human beings.

Class Format: lecture/discussion

Requirements/Evaluation: full attendance and participation, two essays

Prerequisites: none

Enrollment Limit: 25

Distributional Requirements: Division 2

REL 258 The Rhetoric(s) of Black Religious Traditions

Crosslistings: AFR 258/REL 258

This course will introduce students to the rich religious expressions of Black Americans through their rhetorical traditions. We will begin with a survey of rhetorical productions like sermons, music, and other forms of public address in the historical literatures on Black religions. Our review will yield some of the primary themes of Black religious experiences—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like commodification alter rhetorical practices.

Class Format: lecture

Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 8-page paper, and a formal group presentation

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements: Division 2

Not Offered Academic Year 2017

LEC Instructor: VaNatta Ford

REL 259 Ethics of Jewish American Fiction (W)

Crosslistings: REL 259/ENGL 259/JWST 259

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

Class Format: seminar

Requirements/Evaluation: class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

Extra Info: not available for the fifth course option

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other Attributes: Afr Core Electives

Not Offered Academic Year 2017

LEC
The concept of time is one of the most examined, yet least theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory, both of which involve thinking about time, time itself is rarely the subject of sustained inquiry. This may be due to its abstractness as an idea and the level of analysis its conceptualization demands, or because time in the African American experience cannot be understood outside of the meaning of race, which itself is far from tangible. In this tutorial, \"Time and Blackness,\" we will explore how African American writers across a number of genres understand time. We will read texts of fiction as well as spiritual autobiographies, historical narratives, and sociological studies to understand how writers draw from—and create—paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in African American writing? How does race shape the ways a writer conceives of the experience of time? In examining writings across genres, is there something that we can call an identifiable African-American \"timescape?\"
REL 274 Heroes, Saints and Celebrity (W)

Class Format: seminar
Requirements/Evaluation: class participation, two short response papers, research paper, final exam
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2
Writing Intensive

REL 274 The Body in Power

Class Format: seminar
Requirements/Evaluation: class participation, three short response papers, and one 10- to 12-page research paper
Prerequisites: none
Enrollment Preferences: open to first years
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 2

REL 281(F) Religion and Science

Class Format: seminar
Requirements/Evaluation: full attendance and participation, two essays
Prerequisites: none
Enrollment Limit: 18
Distributional Requirements:
Division 2
SCST Related Courses

REL 282 Religion and Capitalism (W)

Class Format: PSCI 140/SoC 283/REL 282
Requirements/Evaluation: regular discussion questions, 3-5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper
Prerequisites: none
Enrollment Preferences: open to first-years and sophomores only
Enrollment Limit: 16
Expected Class Size: 14
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes: PSCI Comparative Politics Courses
PSCI Political Theory Courses
Not Offered Academic Year 2017
SEM Instructor: David Edwards

REL 285T Haunted: Ghosts in the Study of Religion (W)

Class Format: tutorial; meeting in pairs, each student will either write and present a paper or respond to their partner's paper
Requirements/Evaluation: two 1-page papers (written and presented), five 5-page papers, and five oral critiques (based on written notes) of their partner's paper, students will revise two papers
Extra Info: may not be taken on a pass/fail basis
Prerequisites: Religion majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 2
Writing Intensive
Not Offered Academic Year 2017
TUT Instructor: Denise Buell

Not Offered Academic Year 2017
SEM Instructor: Georges Dreyfus

REL 278 The Dynamics of Globalization: Society, Religion and the Environment (D)

Class Format: LAB 278/ENVI 278

This course offers a 6-credit course on the social, cultural, and environmental dynamics of globalization and their consequences for the nature and place of religion. Rather than argue for or against globalization, we first examine the nature of this new configuration and its relation to (post)modernity, asking questions such as: What are the cultural and social dynamics of globalization? What are the impacts of globalization on the state and the political practices that take place in the global world? What are its environmental consequences? We then shift to examining the role of religion, arguing that its renewed relevance is a function of the socio-cultural transformations that globalization brings about, particularly the loss of community and the increasing atomization of individuals. We conclude by examining some of the perspectives created by the new religious expressions that attempt to respond to this situation, from personal spiritual quests as manifested in interest in Buddhism, ecology or mountain climbing, to various forms of fundamentalism, such as Evangelicalism, the fastest growing
Prerequisites: none
Enrollment Preferences: Religion majors and Environmental Studies concentrators
Enrollment Limit: 22
Expected Class Size: 22
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
GBST Economic Development Studies Electives

REL 290T Explorations of the Afterlife (W)
From Heaven to Hell, Valhalla to Hades, the Fields of Aaru to the Land of Yellow Springs, all cultures have generated images of other worlds that lie beyond death. By considering examples from a range of different cultures, this tutorial will guide students on an exploration of the topographies of these shadow-lands. In an effort to map the continuities and discontinuities between these visions of the hereafter, we will consider them as reflections of existing social hierarchies, examining their underlying assumptions about punishment and redemption, family, and ethics. Along the way, we will discover culturally specific notions of death and mourning, attitudes towards the bodies of the dead, and controversies about the nature of the soul. Texts will include selections from primary works in translation, such as Virgil’s Aeneid, Dante’s Inferno, and The Tibetan Book of the Dead, as well as selections from secondary literature, including Teiser’s The Scripture on the Ten Kings, Gauchet’s The Disenchantment of the World, and Bremmer’s The Rise and Fall of the Afterlife.
Class Format: tutorial
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Religion and Asian Studies majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
REL 300 Dialectics and the Archaeology of Knowledge
How might one perform a philosophical study of history? What does it mean to think dialectically in one era, and how does the concept of a "false universal" come into play? This course will focus on historically important formulations of the argument and then move on to contemporary versions of it. We will explore the idea that history is not just a linear progression, but rather a series of complex and interconnected events. This course will address these questions and provide students with methods for exploring the historical dimension of religion. It will focus on two approaches to the philosophy of history inspired by Kant and Hegel. This course will introduce students to these intertwined bodies of theory, which promise to do nothing less than expose the very foundations of knowledge and transform the study of history from the stringing together of events into a philosophical enterprise. Thinkers to be considered may include: Kant, Hegel, Marx, Engels, Nietzsche, Foucault, Agamben, and Jameson.

Class Format: seminar
Requirements/Evaluation: regular participation and attendance, short writing assignments, class presentations, 10- to 15-page final paper
Enrollment Preferences: none
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Instructor: Jason Josephson

REL 301 Measuring Truth
Crosslistings: MATH 300/HSCE 300/REL 301/SOC 300
We will examine specific case studies of measuring truth—the emergence of science and technology in American colleges and universities; the prevalence of scientific methods in social science and humanities; the ways alternative methodologies in the humanities critique and historicize scientific approaches to reaching truth; and the possible tension between scientific modes of thinking and the aims of the liberal arts.
Class Format: seminar
Requirements/Evaluation: five 2-page papers and a final 15-page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: any 200-level course
Enrollment Preferences: At the discretion of the instructors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 3 requirement if registration under MATH; meets division 2 if registration under AFR, HSCIREL or SOC
Distributional Requirements: Division 3
Other Attributes: SCST Related Courses

Not Offered Academic Year 2017

REL 302T Philosophy of Religion (W)
Crosslistings: PHIL 281/REL 302
Our goal in this course is to try to determine how far reason can justify belief in God. We will spend at least half of the semester examining the best-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, the argument from evil, and the argument from religious disagreement). For each one, we will first look at historically important formulations of the argument and then turn to contemporary reformulations. Our aim will be to identify and then evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. In the final section of the course, we will examine the relationship between God and morality. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, Freud, Marx, and several contemporary philosophers.
Class Format: tutorial; students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing.
Requirements/Evaluation: each student will write a 5- to 6-page paper every other week and comment on his or her tutorial partner's paper in alternate weeks.
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one PHIL course or permission of instructor
Enrollment Preferences: current and prospective Philosophy majors
Enrollment Limit: 18
Expected Class Size: 18
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
LEC Instructor: Georges Dreyfus

REL 303(F) A History of Islam in Africa (D)
Crosslistings: HIST 303/REL 303/AFR 303/ARAB 303/GBST 303
This course examines the history of Islam in Africa from the seventh century to the present. We will start by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, and the impact of the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.
Class Format: seminar
Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper
Prerequisites: none
Enrollment Preferences: lottery
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: GBSB African Studies Electives

HIST Group A Electives - Africa

REL 304 From Hermeneutics to Post-Coloniality and Beyond (D)
Crosslistings: REL 304/COMP 344
This course explores and critiques some of the resources offered by "Theory" for making sense of our contemporary situation, focusing on the nature of interpretation and its role in the construction of the self in a global world. We will start with Gadamer's hermeneutics, which offers a classical formulation of the philosophy of liberal arts education, stressing the importance of questioning one's prejudices. Although this approach offers important resources for understanding ourselves in a world of cultural differences, it also has limitations, which we explore through the works of Derrida, Foucault and Said. In this way, we question some of the notions central to understanding ourselves such as identity and difference, suggesting some of the difficulties in the ever more important yet problematic project of knowing oneself. We also suggest that representation is not innocent but always implicated in the world of power and its complexities, particularly within the colonial and postcolonial contexts explored by Said. We conclude with a critique of the constructivist paradigm central to this course done from the point of view of cognitive sciences and suggest that the future of "Theory" may well be in a dialogue with the emerging mind sciences. This course, which theorizes the possibilities of cross-cultural understanding, is part of the Exploring Diversity Initiative.
Class Format: lecture/discussion
Requirements/Evaluation: full attendance and participation and three essays (6 pages)
Prerequisites: some familiarity with philosophy and/or theory is recommended
Enrollment Limit: 18
Expected Class Size: 18
Distribution Notes: meets Division 2 requirement if registration is under REL; meets Division 3 if registration is under COMP
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives
ENGL Criticism Courses

Not Offered Academic Year 2017
LEC Instructor: Kendra Mutongi

REL 306 Feminist Approaches to Religion (D) (W)
Crosslistings: REL 306/WGSS 307
What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminist frameworks in the New World? This course will have a long and often troubled history of interconnection. In this course, we will explore a range of feminist theoretical analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious
REL 307 Thinking Gods: Cognitive Theories of Religion

Although it is still in its infancy, the so-called "cognitive turn" has already become one of the most exciting contemporary developments in the study of religion. During the past twenty years, scholars influenced by cognitive science have begun to formulate new models and challenge old assumptions about human religiousity and its relationship to the mind. In so doing, they have articulated theories about the evolutionary origins of religious concepts, reassessed the role of memory and of counterintuitive explanations in the perpetuation of religious ideas, and developed new concepts such as "theological incorrectness" and "systematic anthropomorphism." By examining the cutting-edge work produced by members of this movement on both sides of the Atlantic, this seminar for advanced students will trace the historical roots of the cognitive turn and introduce some of its most important recent products. Authors to be considered include Sigmund Freud, Ludwig Feuerbach, Jean-Pierre Dupuy, D. Jason Stone, Pascal Boyer, Veikko Anttonen, Scott Atran, Richard Dawkins, Dan Sperber, and Ilkka Pyykkäinen.

Class Format: Seminar
Requirements/Evaluation: Active participation, class presentations, short writing assignments, and a take-home final examination.
Prerequisites: REL 101 or permission of instructor
Enrollment Preferences: Religion majors and Cognitive Science concentrators
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2

Not Offered Academic Year 2017
LEC Instructor: Denise Buell

REL 309 Scriptures and Race Crosslistings:
REL 309/AFR 309/LATS 309

This course focuses on the relationships between constructions of race in the post-1492 American world and "Christian scriptures." The big questions of the course examine the ways that scriptures inform other historical constructions of power and politics in modern times, the making of, interpretation, and transformation of sacred texts. Both scriptures and race are conceptual constellations of human social imagination, and yet their conceptualization has often been embroiled in the hopes and traumas of everyday life in the Americas. How and why did these two terms come to have an relationship to each other? How and why do peoples engage "scripts"?

In what ways have "scripts" informed how peoples imagine themselves, their communities, and their relationship to religious and racial "others"? How did "scripts" and "race" inform each other in modern colonialisms and imperialisms? In this course, we will examine the ways that scriptures have been employed in order to understand and develop notions of race, and we will examine how ideas about and lived experiences of race have informed the concept of scriptures as well as practices of scriptural interpretation.

Class Format: Lecture/Discussion
Requirements/Evaluation: Evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay.
Prerequisites: None
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 2

Other Attributes: LATS Core Electives

Not Offered Academic Year 2017
LEC Instructor: Jacqueline Hidalgo

REL 310 Womanist/Black Feminist Thought Crosslistings:
AFR 310/REL 310/WGS 310/AMST 309

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism/black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.

Class Format: Lecture/Discussion
Requirements/Evaluation: Evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project.
Prerequisites: None
Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2

Other Attributes: AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
WGS/WS Sexual + Cultural Diversity Courses
WGS Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Rhon Manigault-Bryant

REL 311 Black Ministerial Imaginations: Griots, Athletes, and Maestros Crosslistings:
AFR 311/REL 311

In one of the memorable lines from the classic Souls of Black Folk, W. E. B. Du Bois described the Black minister as "the most unique personality developed on U. S. soil." This course will draw from Du Bois's sociopsychological portrait of the minister to explore how the ministerial personality appears across a number of social arenas beyond the religious sphere, including politics, sports, and music. We will investigate the complex social dynamics of race and gender surrounding Black ministerial expressions, such as Barack Obama's campaign for the U.S. presidency; Mike Singletary's career as a Hall of Fame linebacker for the Chicago Bears, motivational speaker, and Head Coach for the San Francisco 49ers; and John Coltrane's "A Love Supreme."

Class Format: Discussion
Requirements/Evaluation: Evaluation will be based on class participation, a few short papers, and a final research paper.
Prerequisites: None; open to all
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 25
Expected Class Size: 10
Dept. Notes: This course does not fulfill the body of research seminar requirement for religion majors; this course will count as an elective towards the major in Religion
Distributional Requirements: Division 2

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

Not Offered Academic Year 2017
SEM Instructor: James Manigault-Bryant

REL 314 Racial and Religious Mixture (D) (W) Crosslistings:
LATS 427/REL 314/AMST 327/AFR 427

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the "lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent encounters than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically considers varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies. Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this EDI course investigates the ways that knowledge about mixture and difference have been critically constructed and transformed.

Class Format: Seminar
Requirements/Evaluation: Evaluation based on participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a 20- to 25-page research paper.
Prerequisites: None
Enrollment Preferences: Seniors, concentrators, majors, those with prior relevant coursework
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 2

Not Offered Academic Year 2017
LEC Instructor: Susan Griswold
Not Offered Academic Year 2017
SEM Instructor: Jacqueline Hidalgo

REL 315 The Sociology of Black Religious Experience
Crosslistings: AFR 305/REL 315/SOC 305/AMST 305
The United House of Prayer For All People. The Nation of Islam. New Birth
Missionary Baptist Church. The African-American Buddhist Retreat at Spirit Rock
Meditation Center. While each of these groups reflects a different
religious tradition, all are examples of the rich religious expressions of Black
Americans. This course will introduce students to the landscape of Black
religions in the United States. We will begin with a historical survey
of the literature on Black religions. Our review will yield some of the primary
themes of the Black religious experience—the injustices of modern racis m,
the significance of liberation, and continued meaning of Africa as a homeland. We
will then investigate how contemporary processes like industrialization,
commercialization, and the modern media, alter understandings of the sacred
in Black experience.

Class Format: seminar/discussion
Requirements/Evaluation: Participation will be based upon class participation,
2-3 short papers, and a final research paper
Prerequisites: none; open to all
Enrollment Preferences: Africana Studies concentrators and
Anthropology/Sociology majors

Expected Class Size: 10

Deaths: course does NOT fulfill the body of theory seminar
requirement for Religion majors; this course will count as an elective towards
the major in Religion

Distributional Requirements: Division 2

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

Not Offered Academic Year 2017
SEM Instructor: James Manigault-Bryant

REL 317 Disenchantment, Modernity, and the Death of God
A great many theorists have argued that the defining feature of modernity is
the separation of the supernatural. They often argue that magic, religion,
and some sense of cosmic significance have been replaced by technology,
calculation, and bureaucratic protocol. This course will be driven by one
question: Are they right? Put differently: Do cities and computers generate
their own type of magic? Is God in fact dead? Religion clearly has not
vanished, but has it become less authentic? Does the dissolution of Christian
ethics produce nihilism or the positive revaluation of values? Does capitalism
turn everything into a commodity or does it commercialize wonder? Does
modernity mean alienation from nature, a withering of social community, the
end of art, and a rejection of history, or is it humankind's liberation from the
dogmas of the past? Will science and reason ultimately wipe away belief
in ghosts, angels, and demons, or will we always be haunted?
Students will read the major theorists of secularization, modernization,
and disenchantment and will conduct independent research projects on various
modern attempts to revive magic and re-enchant the world. Students will be
instructed in the use of physical and digital archives for original primary text
research. Possible topics for student exploration are vast and include: occult
sciences and new religious movements such as the Golden Dawn,
Spiritualism, Theosophy, Voodoo, Neo-paganism, Wicca; and various artistic
movements including Symbolism and Surrealism—all of which promised to
supply antidotes to the meaninglessness of the modern age. Authors to be
read may include: Nietzsche, Novalis, Comte, Max Weber, Tonnyes, Walter
Benjamin, Bernard Siegle.

Class Format: seminar

Requirements/Evaluation: regular attendance and participation, short weekly
reflection papers, and a 15- to 20-page research paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: not open to first year students
Enrollment Preferences: Religion majors
Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Instructor: Jason Josephson

REL 318(F) California: Myths, Peoples, Places (W)
Crosslistings: LATS 318/AMST 318/REL 318/COMP 328/ENV 318
Crosslisting Between American Studies and History.
California is a complex place with a diverse history, natural areas, and a cultural
mix that is unique to the state. This course will explore the different
perspectives on California that have been created over time. The course will
examine the economic and social development of California from the Spanish
period to the present day. We will also discuss the role of environmental
studies in California, and how it has been shaped by cultural and political
factors.

Prerequisites: none
Enrollment Preferences: Africana Studies concentrators and
Anthropology/Sociology majors
Enrollment Limit: 15

Expected Class Size: 10

Deaths: meets Division 1 requirement if registration is under COMP;
meets Division 2 requirement if registration is under LATS, AMST,
ENVP or REL

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
LATS Core Electives

Fall 2016
SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Jacqueline Hidalgo

REL 326(S) Queer Temporalities (W)
Crosslistings: REL 326/LATS 426/WGSS 326/COMP 326
Birth, childhood, adolescence, college, adulthood, career, marriage, family,
mid-life, old age, death, afterlife. How are all these facets of human
imagined as stages in time, as axes on certain progressive lines that delineate
human social relations? How do we experience and represent time, and what
factors might account for both our experiences and our representations? What
are some of the ways that people experience and make the passing of time?
What are some of the different ways that people have made sense of time and
themselves in time? How have our conceptions of time and our narrations of
time, history, space, and location got negotiated? In this course, drawing from within
the rich framework of queer theory (including theorists such as Gloria Anzaldúa,
Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine
some non-linear, non-normative, and interruptive approaches to making sense
of time, space and self within time.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on class attendance,
analytical essays, responses, and revised essays
Extra Info: pairs will meet with the instructor for one hour each week. Almost
every week, one student from the pair will write a 5-page analysis of the
week's reading. The other student will respond orally with a 2-page response
to their partner's paper.
Pairs will also prepare a mid-term synthesis, students will revise two of their 5-
page analytical papers: one from the first half of the semester, one from the
second half due at the end of the semester.
May not be taken pass/fail or fifth course

Prerequisites:

Enrollment Preferences: majors and concentrators in Religion, Latina/o
Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies
or students who have previous coursework in those programs

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under REL,
LATS or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Writing Intensive

Other Attributes: AMST Space and Place Electives
LATS Core Electives

Spring 2017
TUT Section: T1 TBA Instructor: Jacqueline Hidalgo

REL 327 Theory after Postmodernity: New Materialisms and Realism
Crosslistings: REL 327/COMP 327
Since the 1970s much of the academy has labored under a particular form
of linguistic skepticism (often called postmodernism or poststructuralism) that is
directed at the destruction of stable conceptions of subjectivity and meaning. It
is often said that everything is a text and that all knowledge is power. But just
as a typewriter has given way to the computer and disco to dubstep, as we
exit postmodernism new philosophies are appearing on the conceptual horizon.
This course will lay out this challenge to postmodernity by exploring the work
of cutting edge theorists in French and American movements known as new
materialism, speculative realism, and actor-network theory. Often drawing on
work in ecology, feminism, science studies, neuroscience and complexity
theory, these thinkers aim to reclaim knowledge of the real world, to suture the
separation between the sciences and the humanities, and to overturn what
they see as the dualism between matter (as dead or inert) and mind (as the
locus of life and agency). By so doing, they claim to empower the object-world

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and dethrone humanity from the center of philosophy. Thinkers to be discussed, this course is intended for students of any major who wish to study critical, political, or philosophical theory.

Class Format: seminar
Requirements/Evaluation: regular participation and attendance, regular short writing assignments, 10- to 15-page final paper

Expected Class Size: 18

Not Offered Academic Year 2017

SEM Instructor: Jeffrey Israel

REL 332 Islamic Feminism
Crosslistings: REL 332/WGSS 334/ARAB 332
This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were intertwined with nationalist and independence movements. This historical understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors

Enrollment Limit: 15

Expected Class Size: 10

Not Offered Academic Year 2017

SEM Instructor: Saadia Yacoob

REL 334 Imagining Joseph (W)
Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334
This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses to such critiques that were intertwined with nationalist and independence movements. This historical understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors

Enrollment Limit: 15

Expected Class Size: 10

Not Offered Academic Year 2017

SEM Instructor: Saadia Yacoob
object, to overcome nihilism, to explore the implications of absolute nothingness, and to surmount what they saw as the chasm between Japanese and European thought. After providing some brief background in Japanese Buddhism, we will read the writings of the core thinkers of the Kyoto School: Nishida Kitaro, Tanabe Hajime, Nishitani Keiji, and some of their later protégés. Thematically, we will explore issues in ethics, epistemology, phenomenology, metaphysics, and the philosophy of religion; and demonstrate the continuing relevance of their insights in these areas. Finally, we will reflect on the group’s engagement with Japanese nationalism. All readings will be in translation.

Class Format: seminar
Requirements/Evaluation: regular participation and attendance, regular short writing assignments, 10- to 15-page final paper
Prerequisites: none, but previous coursework in Religion, Comparative Literature, Political theory, and/or Philosophy is strongly recommended
Enrollment Preferences: Religion, Asian Studies, and Comparative Literature majors
Enrollment Limit: 15
Expected Class Size: 15
Dean’s Key Information: meets Division 2 requirement if registration is under REL or ASST; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Not Offered Academic Year 2017
SEM Instructor: Jason Josephson

REL 340(S) African Diaspora Religions in the Americas and the Caribbean
Classlistings: AFR 340/GBST 340/REL 340
Over the last century, historians, social scientists, and religionists have labored to discover the meaning of African dispersal beyond the African continent and its accompanying spiritual lineages. What did it mean to move from the African continent (as opposed to the Australian continent, for example)? What theories of encounter sufficiently adjudicate the religious cultures of African dispersed persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will consider a brief historiography of African Religious Studies. This background will inform the second and primary objective of the course: privileging knowledge, place, and performance as central lenses for thematizing and exploring West and Central African religious traditions housed in the Americas. We will cover diverse African diasporic religious traditions including Conjure, New Orleans Voodoo, Spiritual Baptist, Winti, and Yoruba (Candomblé, IFA, Lucumi, and “Orisha-Vodu”). We will also explore other African diasporic religious sensibilities that transcend regional and institutional boundaries.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, discussion leadership, two scholarly journal entries, and a final seminar paper of 18-20 pages (which will require working in stages on a proposal, an 8-page draft, and a 15-page final)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01 W 07:00 PM 09:40 PM Instructor: Meredith Coleman-Tobias

REL 346 Islam and Anthropology
Classlistings: ANTH 346/REL 346/ARAB 280/ASST 346
If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional “object” of study. This course examines anthropological studies of Islam and considers what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct “ideal-type” models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.

Class Format: seminar
Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading
Prerequisites: none
Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2

REL 350(S) Max Weber & Critical Theory or Rationalization & Its Discontents
Classlistings: REL 350/SOC 350/COMP 349
We live in an age characterized by unprecedented technological and scientific progress—we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom—and yet modern life often appears fundamentally meaningless and lacking in ultimate value. We work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, “What kind of dining set defines me as a person?” Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber’s key innovation was to trace the grand trajectory of Western “rationalization”—the historical attempt to produce a world in which “one can, in principle, master all things by calculation.” Further, he demonstrated how this rationalization produced not just mastery over nature, but also the “disenchantment of the world” — value fragmentation, hyper-specialization, bureaucracy, and ultimately the “iron cage” of modernity. The first part of this course will follow Weber’s footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber’s legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkeimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the “iron cage” of modernity.

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 8-page midterm paper, 10- to 15-page final essay
Prerequisites: none
Enrollment Preferences: preference will be given to REL, ANSO and COMP majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under REL or SOC; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Jacqueline Hidalgo

REL 397(F) Independent Study: Religion
Religion independent study.
Class Format: independent study
Distributional Requirements: independent study
Spring 2017
SEM Section: 01 Cancelled

REL 398(S) Independent Study: Religion
Religion independent study.
Class Format: independent study
Distributional Requirements: independent study
Spring 2017
SEM Section: 01 Cancelled

REL 401(F) Issues in the Study of Religion
Class Format: 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.
Class Format: seminar
Requirements/Evaluation: class reports, papers, and substantial research projects
Prerequisites: senior Religion major or permission of instructor
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Fall 2016
SEM Section: 01 Cancelled

REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W)
Classlistings: HIST 410/ARAB 410/REL 405
Crosslistings: ARAB 410/SOC 410/REL 405
Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Jacqueline Hidalgo

Not Offered Academic Year 2017
SEM Instructor: Joel Lee

REL 350(S) Max Weber & Critical Theory or Rationalization & Its Discontents
Classlistings: REL 350/SOC 350/COMP 349
We live in an age characterized by unprecedented technological and scientific progress—we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom—and yet modern life often appears fundamentally meaningless and lacking in ultimate value. We work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, “What kind of dining set defines me as a person?” Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us free. Weber’s key innovation was to trace the grand trajectory of Western “rationalization”—the historical attempt to produce a world in which “one can, in principle, master all things by calculation.” Further, he demonstrated how this rationalization produced not just mastery over nature, but also the “disenchantment of the world” — value fragmentation, hyper-specialization, bureaucracy, and ultimately the “iron cage” of modernity. The first part of this course will follow Weber’s footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber’s legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkeimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the “iron cage” of modernity.

Class Format: seminar
Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 8-page midterm paper, 10- to 15-page final essay
Prerequisites: none
Enrollment Preferences: preference will be given to REL, ANSO and COMP majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under REL or SOC; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Jacqueline Hidalgo

REL 397(F) Independent Study: Religion
Religion independent study.
Class Format: independent study
Distributional Requirements: independent study
Spring 2017
SEM Section: 01 Cancelled

REL 398(S) Independent Study: Religion
Religion independent study.
Class Format: independent study
Distributional Requirements: independent study
Spring 2017
SEM Section: 01 Cancelled

REL 401(F) Issues in the Study of Religion
Class Format: 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.
Class Format: seminar
Requirements/Evaluation: class reports, papers, and substantial research projects
Prerequisites: senior Religion major or permission of instructor
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 2
Fall 2016
SEM Section: 01 Cancelled

REL 405 Kings, Heroes, Gods, & Monsters: Historical Texts and Modern Identities in the Middle East (D) (W)
Classlistings: HIST 410/ARAB 410/REL 405
Crosslistings: ARAB 410/SOC 410/REL 405
What role does ancient history play in modern societies? What is the role of myths and fables in the creation of national identities? This course will address
Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

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.

MAJOR—FRENCH STUDIES

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major must be in good standing with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

The French Studies major consists of ten courses satisfying the following requirements:

- at least three courses in French language and/or literature above the French 102 level;
- the senior seminar during the student’s final year at the College;

Electives: The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the culture, history, society, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

- History 331 The French and Habsburg Worlds
- Religion 301 Psychology of Religion
- All courses in French literature, culture and language above the 103 level

THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major), and the winter study period of their senior year (493-W31-W32). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

THE CERTIFICATE IN FRENCH

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of 3 or higher. In addition, the student must take a proficiency test and achieve a score of "Advanced." The test will be administered by the department once a year during the month of April to all students desirous of obtaining the
Certificate. Those interested should express their intent to the chair of the department by March 1 or earlier. For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103, five additional courses must be taken, including at least three French courses at the 200-level or higher. For all students starting at the French 103 level or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science).

See French Studies Major description above for list of possible electives in other departments.

PLACEMENT A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101-102 level must take this test, regardless of their previous preparation.

STUDY ABROAD French majors are strongly advised to complete part of the requirements for the major by studying abroad either during the academic year or the summer. Most American study abroad programs require that students have completed a fifth-semester, college-level French course (French 105, for example) before they go abroad. A special affiliation with the Hamilton Junior Year in France program enables Williams students (who have completed 105) to participate in a comprehensive academic and cultural experience in French-speaking environment. Credit for up to four courses towards the major can be granted at the discretion of the Department: up to 4 major credits for a semester or full year abroad. The final assignment of credit will be authorized in consultation with the Department’s major advisor once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance. Students interested in studying abroad need to consult with faculty members in French in the second semester of their first year. Early planning is essential. Because the academic quality of certain programs of study in France may well be beneath the pedagogical standards normally associated with a Williams education, students will receive major credit for only those programs recommended by the Department. Please consult a faculty member to find out which programs are acceptable. Normally, the Department does not administer proficiency exams (for study abroad) to any student who has not completed a French course at Williams. You can find general study away guidelines for French here.

RLFR 101(F) Introduction to French Language and Francophone Cultures This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. Conducted in French.

Class Format: The class meets five hours a week
Requirements/Evaluation: evaluation in both semester-long courses will be based on active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams
Extra Info: students registered for RLFR 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLFR 101 and 102) are taken not available for the fifth course option
Prerequisites: none; for students who have never formally studied French; students who have previously studied French must take the French Placement Test during First Days
Enrollment Preferences: first- and second-year students and those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1

RLFR 105(F) Advanced French: Advanced Studies in French Language and Francophone Cultures This course is based on the concept that one can read images in any art form (portraits, landscapes, etc...) and pair them with passages taken from French fiction or poetry, comparing them, exploring their meaning, developing a wide range of vocabulary. How does Maupassant’s prose compare to a landscape painted by Corot, for instance? Students will read creatively and in depth, express their ideas orally and in writing, and listen to interviews of artists and writers and if applicable extend the art form to film. As for grammar, we will build on what you already know through an in-depth advanced review of grammar structures. Conducted in French.

Class Format: class meets three hours a week plus a fourth conference hour with French teaching associates
Requirements/Evaluation: class participation, short papers, oral class presentations, quizzes and exams
Extra Info: not available for the fifth course option
Prerequisites: RLFR 103; this course is primarily for continuing RLFR 103 students; students who have placed at the advanced intermediate level on the placement exam should register for RLFR 105
Enrollment Preferences: continuing 103 students and potential French majors
Enrollment Limit: 20
Expected Class Size: 20
Dept. Notes: for students who have successfully completing RLFR 104, students may register for RLFR 201
Distributional Requirements: Division 1

RLFR 104(S) Intermediate French II: Advanced Intermediate Studies in French As a continuation of French 103, this course “Images vivantes dans les arts et la littérature” is primarily conceived to enable students to express themselves with fluency and accuracy in spoken and written French. The course is based on the concept that one can read images in any art form (portraits, landscapes, etc...) and pair them with passages taken from French fiction or poetry, comparing them, exploring their meaning, developing a wide range of vocabulary. How does Maupassant’s prose compare to a landscape painted by Corot, for instance? Students will read creatively and in depth, express their ideas orally and in writing, and listen to interviews of artists and writers and if applicable extend the art form to film. As for grammar, we will build on what you already know through an in-depth advanced review of grammar structures. Conducted in French.

Class Format: class meets three hours a week plus a fourth conference hour with French teaching associates
Requirements/Evaluation: class participation, short papers, oral class presentations, quizzes and exams
Extra Info: not available for the fifth course option
Prerequisites: RLFR 103; this course is primarily for continuing RLFR 103 students; students who have placed at the advanced intermediate level on the placement exam should register for RLFR 105
Enrollment Preferences: continuing 103 students and potential French majors
Enrollment Limit: 20
Expected Class Size: 20
Dept. Notes: for students who have successfully completing RLFR 104, students may register for RLFR 201
Distributional Requirements: Division 1

Spring 2017
LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Nicole Desrosiers
LEC Section: 02 W 02:10 PM 03:00 PM Instructor: Nicole Desrosiers

Fall 2016
LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:55 AM 09:45 AM Instructor: Annelle Curulla
LEC Section: 02 M-F 10:00 AM 10:50 AM Instructor: Annelle Curulla

LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:55 AM 09:45 AM Instructor: Nicole Desrosiers
LEC Section: 02 W 02:10 PM 03:00 PM Instructor: Nicole Desrosiers

LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:55 AM 09:45 AM Instructor: Nicole Desrosiers
LEC Section: 02 W 02:10 PM 03:00 PM Instructor: Nicole Desrosiers

LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:55 AM 09:45 AM Instructor: Nicole Desrosiers
LEC Section: 02 W 02:10 PM 03:00 PM Instructor: Nicole Desrosiers

LEC Section: 01 MWF 09:00 AM 09:50 AM TR 08:55 AM 09:45 AM Instructor: Nicole Desrosiers
LEC Section: 02 W 02:10 PM 03:00 PM Instructor: Nicole Desrosiers
advanced grammar concepts.

Requirements/Evaluation: class participation, short papers, presentations and quizzes, final creative project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements:

Class Format: lecture/conference

Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Prerequisites: exceptional performance in RLFR 105; strong performance in RLFR 106 or 107; successful performance in RLFR 201 or 203; or by French placement exam; or by permission of instructor

Enrollment Preferences: Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Enrollment Limit: 20

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements:

Class Format: seminar

In 1883, Maupassant called on his fellow war veterans and writers to join him didn't? Over the course of the semester, students will complete regular class participation, short papers, recitation, micro-performance, and final examination.

Requirements/Evaluation: class participation, short papers, presentations and quizzes, final creative project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: RLFR 104, placement exam, or by permission of instructor

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements:

Class Format: lecture/conference

From the Gallic Wars against Caesar (during the first century BC) to France's controversial role in the "War on Terror" (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesels, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Prerequisites: exceptional performance in RLFR 105; strong performance in RLFR 106 or 107; successful performance in RLFR 201 or 203; or by French placement exam; or by permission of instructor

Enrollment Preferences: Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Enrollment Limit: 20

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements:

Class Format: lecture/seminar

In this course we will read a wide range of literary and visual texts from the francophone world. We will also examine the idea of francophonie and the ways in which it has been interrogated and redefined.

Requirements/Evaluation: presentation, journaling, final project, participation

Prerequisites: RLFR 105 and above, placement exam or by permission of instructor

Enrollment Preferences: French majors and certificate, Africana and Comp. Le

Enrollment Limit: 20

Expected Class Size: 20

Distributional Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Distributional Requirements:

Class Format: seminar

RLFR 204 Intro to French Literature: French Drama from Classicism to the Theatre of the Absurd

When can we learn about French society through its theater? This course proposes to examine the evolution of French plays from the 17th to the 20th century within their political, social and cultural contexts. Readings plays by Molière, Beaumarchais, Musset, Anouilh, Becket and Ionesco will allow students to see how the theater as a genre engages the public through self-reflection and analysis. Readings will be complemented by theoretical texts and film versions of the plays.

Questions regarding the nature of the performance itself (dramatic structure), the role of space and the role of language, the importance of acting and the public's involvement will be examined and will evolve, into a mini staging of our own.

Class Format: seminar

Requirements/Evaluation: one short response paper weekly; 2 short essays and one final papers

Prerequisites: RLFR 105 or permission of instructor

Enrollment Preferences: open to those who have completed RLFR 105, 107 or a 200 level course; if overenrolled, preference will be given to French majors

Distributional Requirements:

Not Offered Academic Year 2017

SEM Instructor: Nicole Desrosiers

RLFR 206 Outsiders in French and Francophone Film: Cinematic Adaptations of Literary Texts (D)

In this course students will examine the figure of the outsider (queer, black, woman, intruder, Ioner) in several French and Francophone literary texts and their film adaptations and will explore questions such as: how are such outsiders translated onto the screen? To what extent does outsider status help maintain, challenge or reveal hegemonic discourse? This course fulfills the...
college Exploring Diversity requirement because its asks in what ways do non-Western and Western filmmakers (re)cast power and privilege through the figure of the outsider in their film adaptations (of Western canonical texts). Students will read original French and Francophone literary texts and apply theories of film adaptation to their analyses.

Class Format: seminar
Requirements/Evaluation: one 6-page paper, first draft, journaling on film elements, presentation.
Extra Info: not available for the fifth course option
Prerequisites: RLFR 105, 106, or 107, and permission of instructor
Enrollment Preferences: French majors and certificate students, those who have completed RLFR 105, 106, or 107, or those who have placed into this level from the French Placement Test
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements:
Division 1
Exploring Diversity
Outside Attributes: FMST Core Courses

Not Offered Academic Year 2017
SEM Instructor: Sophie Saint-Just

RLFR 224 Sexuality and Seduction in Nineteenth and Twentieth-Century France (D)
Crosslistings: RLFR 224/WGSS 224
In 1857, both Flaubert’s Madame Bovary and Baudelaire’s Les Fleurs du mal were put on trial for sexual indenecy and “crimes against public morality.” In 1868, Le Figaro attacked Zola’s novel Thérèse Raquin as “putrid literature” for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, inter-generational lovers, and bi-racial relationships. In this course, we will examine a wide range of issues on eroticism and sexuality in nineteenth- and twentieth-century French literature, including marriage and adultery, seduction and desire, love and betrayal, prostitution and fetishism, gay and lesbian identity, cross-dressing and gender representation, exoticism and colonial(s)’ exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barby d’Aurevilly, Gide, Proust, Colette, Duras, and Guibert. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: RLFR 106 or 107; another 200-level course such as RLFR 201, 202, 203; or by placement test; or by permission of instructor
Enrollment Preferences: French majors and certificate students; Women’s, Gender and Sexuality Studies majors; Comparative Literature majors and those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements:
Division 1
Exploring Diversity

Not Offered Academic Year 2017
SEM Instructor: Brian Martin

RLFR 230 Introduction to French Stylistics: The Art of Pastiche (W)
Generally speaking, pasticheurs are derivative artists. Yet many of France’s most original authors were agile pasticheurs, among them La Bruyère, Flaubert, and the experimental writers of the Oulipo movement. What might the art of pastiche suggest about the relationship between imitation and creation, tradition and innovation, and past and present? Discussion of such questions will be grounded in the study of short texts by Rimbaud (as Villon), Zaimanski (as Madame de Sévigné), Janin (as Diderot), Flaubert (as Chateaubriand), and Queneau (as Proust). Analysis and explication of pastiches will strengthen students’ technical grasp of French. In the second half of the semester, students will apply their rhetorical, syntactical, and stylistic knowledge through weekly pastiche exercises, submitted as a final portfolio at semester’s end. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, individual meetings, biweekly postings, 3 compositions (2 drafts each) and final portfolio
Prerequisites: RLFR 105-106 or examination placement
Enrollment Preferences: French majors and those completing a French Certificate
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements:
Division 1
Writing Intensive

Not Offered Academic Year 2017
SEM Instructor: Annette Curulla

RLFR 240(S) The Bandeauie in Literature, Music, and Film (D)
Crosslistings: RLFR 240/AFR 241/COMP 281
In this course we will read, watch, and listen to various constructions of the bandeauie in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

Class Format: seminar
Requirements/Evaluation: journaling, presentation, in-class discussion, and final project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 105 and above
Enrollment Preferences: French majors, certificate, Africana and Comparative Literature students
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements:

Spring 2017
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Sophie Saint-Just

RLFR 250(S) Women in Print: Gender, Power, and Publishing in Seventeenth-and Eighteenth-Century France
What did it mean to publish—or not—as “a woman” in seventeenth- and eighteenth-century France? Why did writers adopt or reject a feminine pen name at a time of women’s legal, economic, and social subordination? Readings from Scudéry, La Fayette, Guilleragues, Graffigny, Gouges, and Duras will be informed by contemporary theoretical and historical work on gender, authorship, and women’s participation in political, religious, and public life. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, two short presentations, two short papers, film response paper, final paper
Prerequisites: French 201, 202, or 203, or by placement test, or by permission of instructor
Enrollment Preferences: French, Comparative Literature, Women’s, Gender and Sexuality Studies majors, and those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements:
Division 1

Spring 2017
SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Annelle Curulla

RLFR 260 Reading Comics from the French-Speaking World
Crosslistings: RLFR 260/COMP 260
From political cartoons and satire of the 19th century to contemporary graphic novels, the bande dessinée has a long history in the French-speaking world. We will read early political cartoons, classics such as Asterix and Tintin, and contemporary BD from France, Québec, Côte d’Ivoire, Morocco, Rwanda, and Guadeloupe to analyze how they tackle subjects such as nation, empire, sexuality, biography, war and human rights. We will pay attention to the visual form and critical theory of the genre. Conducted in French.

Class Format: seminar
Requirements/Evaluation: weekly response papers, 5-page paper, graphic-form paper, final research project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLFR 201, 202, or 203, or by permission of instructor
Enrollment Preferences: French majors and certificate students, Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
SEM Instructor: Katarzyna Pieprzak

RLFR 261(F) Haitian and French Caribbean Literatures and Films (D)
Crosslistings: RLFR 261/AFR 261/COMP 283
This course focuses on Haitian and Francophone Caribbean literature and film as critical interventions that bring into focus slavery, identity, imperialism, culture, and (non) sovereignty.

Class Format: seminar
Requirements/Evaluation: in-class discussions, journaling, steps towards final project, final project and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: French majors, French certificate, Africana and Comparative Literature students
Enrollment Preferences: 105 and above, French majors, French certificate, Africana and Comparative Literature students
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR
Distributional Requirements:
RLFR 309 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War

Crosslistings: RLFR 309/AFR 307

Today the countries of North Africa are experiencing rapid social change. Rap music can be heard spilling out of windows while television sets broadcast a call to prayer. In the market place, those selling their goods compete to be heard over the ringing of cell-phones. Old and new exist side by side, albeit sometimes very uncomfortably. During the past decade, literature has emerged in both French and Arabic examining the effects of globalization: unequal modernization, unemployment, cultural change and cultural resistance. In this course, we will read short stories that address these issues as well as analyze film texts and Moroccan, Algerian and Tunisian newspapers on the web in order to explore contemporary transformations of life in North Africa. Readings by Maissa Bey, Abdelfattah Kilito, Zeina Tabi, Mohamed Zafzaf, Ahmed Bouzou, Soumaya Zahi and Abdelhak Serhane among others. Conducted in French.

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, reading journal, two short papers, an oral presentation and a final paper

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

Enrollment Preferences: French majors and those with compelling justification for admission

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under AFR

Distributional Requirements: Division 1

Other Attributes: ARAB

Not Offered Academic Year 2017

LEC Instructor: Katarzyna Pieprzak

RLFR 312 Francophone Islands (D)

Crosslistings: RLFR 312/COMP 312/AFR 312

Utopia, paradise, shipwreck, abandonment, exile, death. Man’s fascination and obsession with the island as place of discovery, beauty and imprisonment. How does the island become an agent in discussions of gender, race, poverty and greed, and exposing urban isolation and cultural alienation in modern France? What role does the island play in the novel as setting for deviant experiences, or as an idyllic escape from the pressures of urban life? This course will examine the role of the island as a timeless and multi-texured setting for French literature, in the work of writers from seveneenth to twentieth century. We will explore the symbolic signification of islands in the French literary imagination, and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France’s engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twentieth-century France. Readings to include novels by Colette, Genet, Camus, Duras, Erraou, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jellou, Djebar, Films to include works by Fassbind, Anniaud, Loret, Ducastel, Martinou, Téchiné, Cherat. Conducted in French. 

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam and two to three papers

Prerequisites: a 200-level course; or by placement test; or permission of instructor

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Katarzyna Pieprzak

RLFR 316 Paris on Fire: Incendiary Voices from the City of Light (1830-2005)

Crosslistings: RLFR 316/WGSS 315

During the 1830s, Balzac described Paris as a "surprising assemblage of movements, machines, and ideas, a city of a hundred thousand novels, the head of the world," but also characterized the French capital as a "land of contrasts." a "monstrous wonder." a "moral sewer." Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris's urban poor. Since 1869, Paris has been fêted as the "City of Light" for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous cultural energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and radical movements (1888 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler’s ominous 1944 question, "Is Paris burning?" and asked: why was Paris burning again at the dawn of the twenty-first century? To answer this question, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perek, Rochefort, and Cherat. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Prerequisites: RLFR 201, or 202, or 203; or another RLFR 200-level course; or permission of instructor.

Enrollment Preferences: French majors and certificate students; Women's, Gender and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: WGSS

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

RLFR 318(F) Twentieth-Century French Novel: From Adversity to Modernity

Crosslistings: RLFR 318/COMP 318

In his futurist novel París in the Twentieth Century (1863), Jules Verne envisions an era of technological superiority, complete with hydrogen cars and high-speed trains, televisions and skyscrapers, computers and the internet. But in Verne's vision of modernity, technological sophistication gives way to intellectual stagnation and social indifference, in a world where poetry and literature have been abandoned in favor bureaucratic efficiency, mechanized surveillance, and the merciless pursuit of profit. To contest or confirm this dystopic vision, we will examine a broad range of twentieth-century novels and their focus on adversity and modernity. In a century dominated by the devastation of two World Wars, the atrocities of colonial empire, and massive social and political transformation, the novel both documented and interrogated France’s engagement with race and ethnicity, gender and sexuality, colonialism and immigration. Within this historical context, we will discuss the role of the novel in confronting war and disease, challenging poverty and greed, and exposing urban isolation and cultural alienation in twenty-first century France. Readings to include novels by Colette, Genet, Camus, Duras, Erraou, Guibert, Begag. Lectures to include discussions of Gide, Proust, Sartre, Beauvoir, Cixous, Foucault, Jellou, Djebar. Films to include works by Fassbind, Anniaud, Loret, Ducastel, Martinou, Téchiné, Cherat. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: a 200-level course; or by placement test; or permission of instructor

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 1

Not Offered Academic Year 2017

Fall 2016

SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Brian Martin

RLFR 326(S) Molière in Performance

Like Shakespeare, the work of France’s greatest playwright is less a timeless monument than a living body perpetually in motion. This course offers a dual approach to the theater of Molière. The first half of the semester will focus on readings and analysis of printed plays in the context of the seventeenth century. The second half of the semester focuses on a collective project that combines student research and performance of a single play. Possible works: Les Femmes savantes, L'Ecole des femmes, L'Avare, Le Bourgeois gentilhomme. Throughout the semester, we will explore the dynamic relationships between tradition and innovation, elite and popular culture, actors and audience, past and present. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, one presentation, two short papers, final performance project and accompanying final paper

Prerequisites: Freasts 201, 202, or 203, or by placement test, or by permission of instructor

Enrollment Preferences: French majors, Comparative Literature, Theater, and Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 1

Not Offered Academic Year 2017

Spring 2017

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Annelie Curulla
One of the most central concepts in Modern philosophy is that of the subject. At the outset, the subject is ontologically constituted within a Cartesian framework: the subject is a unified consciousness, constitutive of personal identity and endowed with universal moral and cognitive capacity. Thereby, this subject or self can additionally be understood as the product of a cultural process of self-identification and asserted in and through language. However, as investigated in the works of French philosophers Michel Foucault and Gilles Deleuze, this attempt to understand the subject as an ontological basis for self-understanding and self-states such as expressed for example in various kinds of identity politics, which in turn makes the subject understood as having multiple powers and agencies: hence, the subject understood as in many ways being subject to authority, power, and abuse.

This course proposes a joint reading of a selection of key texts of French philosophers Michel Foucault and Gilles Deleuze, this attempt in establishing the subject as an ontological basis for self-understanding such as expressed for example in various kinds of identity politics, which in turn makes the subject understood as having multiple powers and agencies: hence, the subject understood as in many ways being subject to authority, power, and abuse. This course proposes a joint reading of a selection of key texts of Foucault and Deleuze problematizing subjectivity and its processes in terms of subjectivation, subjectification, “asujetissement”, resistance and lines of flight, in order to investigate the possibilities of renegotiating the conditions of subjectivity in our post-subjective era, in both the individual and the collective sense.

Class Format: seminar
Requirements/Evaluation: three short papers (5-6 pages); one final 10-page essay; participation in discussions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one previous course in philosophy and/or Critical theory
Enrollment Preferences: Philosophy majors/Critical Theory majors
Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements: Division 2, Writing Intensive

Fall 2016
SEM Section: 01  W 07:00 PM - 09:40 PM  Instructor: Fredrika Spindler

RLFR 370 Displaying, Collecting and Preserving the Other: Museums and French Imperialism
Crosslistings: RLFR 370/AFR 370/MATH 370
This course will explore relationships between culture and imperialism in France by exploring how the colonial “Other” has been conceived, displayed and collected in French museums, world’s fairs and galleries from the 19th century to the present. Through readings in museum history and theory, we will explore the imperial histories of the Louvre and the Musée de l’Homme, the role of Parisian World’s Fairs in ordering the colonial world, French colonial photography and the creation a body of consumable subjects, and the discourse of collection and preservation in French colonial architecture. Drawing on museum theory, we will also critically examine contemporary Parisian museums such as the Musée du Quai Branly, the Institut du Monde Arabe and the Cité nationale de l’histoire de l’immigration. In addition to readings and discussions, the class will engage in a semester-long group project to design a new museum of French history and identity. The group will present all aspects of their museum including location, design, exhibit concept, narrative, and more. This course will be conducted in English. For students seeking RLFR credit, select readings will be in French, and written work will be in French.

Class Format: seminar
Requirements/Evaluation: active class participation, response papers, 2 short essays, and a final project
Prerequisites: for students taking the course as RLFR: RLFR 201 or above, or permission of instructor; for students taking the course as COMP or AFR: no prerequisites
Enrollment Preferences: French and Comparative Literature majors, and Africana Studies concentrators
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under AFR

Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Katarzyna Pieprzak

RLFR 410 Senior Seminar: Landscapes of Movement and Migration in French
How do migration and movement construct and disrupt landscapes of identity—home, city and nation—in the French-speaking world? How do migration and movement contribute to conditions of alienation, nostalgia and violence? This seminar explores some fundamental questions and asks us to think about how in an increasingly mobile and de-territorialized world, place is imagined, experienced and remembered. Over the course of the semester, we will examine theoretical texts on memory, space, identity and movement, and analyze literary and film narratives of migration that focus on: the immigration experience in France, the construction of an Atlantic identity between Africa, the Caribbean, Europe and the Americas, internal migration between the country and the city, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable places of memory. Works by Nora, Benjamin, Deleuze, Barthes, Charef, Chamoiseau, Glissant, Dionne, Condé, Mimeysi, Poulin, Pineau, Sembene, and Binebine among others. Conducted in French.

Class Format: seminar
Requirements/Evaluation: weekly 1-page response papers, short mid-term paper and a final research paper
Extra Info: qualified students in first, second, or third years of their career at Williams can register for the Senior Seminar with the permission of the instructor; however, this will not replace the senior seminar requirement in the senior year of French majors
Prerequisites: any RLFR course above 203, or permission of instructor
Enrollment Preferences: senior French majors or completing the certificate in French, but open to advanced students of French
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Katarzyna Pieprzak

RLFR 415 Senior Seminar: Banned In France: Literature and Censorship in the Eighteenth-Century
Censorship is probably as old as culture itself, but recent global debates over network neutrality, media regulation, and copyright reveal a growing sense of urgency over what role, if any, censorship should play in the digital age. This seminar will explore the role of censorship in eighteenth-century France, another complex period transformed in part by unprecedented access to knowledge. Students will critically assess a range of works that were, before or at publication, represented by various religious or public authorities, editors, publishers, and, in some cases, audiences. Discussions will focus on the formal and thematic content of each work, as well as its broader place in Enlightenment and French Revolutionary literature and culture. Analysis of such historically-specific concepts as tolerance, obscenity, and obscenity and censorship will be supported by critical work and commentary from the eighteenth century and the present day. As a central feature of the course, students will conduct a semester-long research project that will draw on readings from: Diderot, Diderot, Rousseau, Sade, Beaumarchais, Chénier, Gouges, Charrière, Stael, and others. Key issues include copyright and the literary market, self-censorship, public opinion and public censure, gender and canon formation, blasphemy, pornography, and the politics of incitement. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, weekly online postings, a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or permission of the instructor
Enrollment Preferences: French majors and certificate students; Women’s, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission
Enrollment Limit: 16
Expected Class Size: 16
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Spring 2017
SEM Section: 01  TR 11:20 AM - 12:35 PM  Instructor: Brian Martin

RLFR 415 Senior Seminar: Banned In France: Literature and Censorship in the Eighteenth-Century
Censorship is probably as old as culture itself, but recent global debates over network neutrality, media regulation, and copyright reveal a growing sense of urgency over what role, if any, censorship should play in the digital age. This seminar will explore the role of censorship in eighteenth-century France, another complex period transformed in part by unprecedented access to knowledge. Students will critically assess a range of works that were, before or at publication, represented by various religious or public authorities, editors, publishers, and, in some cases, audiences. Discussions will focus on the formal and thematic content of each work, as well as its broader place in Enlightenment and French Revolutionary literature and culture. Analysis of such historically-specific concepts as tolerance, obscenity, and obscenity and censorship will be supported by critical work and commentary from the eighteenth century and the present day. As a central feature of the course, students will conduct a semester-long research project that will draw on readings from: Diderot, Diderot, Rousseau, Sade, Beaumarchais, Chénier, Gouges, Charrière, Stael, and others. Key issues include copyright and the literary market, self-censorship, public opinion and public censure, gender and canon formation, blasphemy, pornography, and the politics of incitement. Conducted in French.

Class Format: seminar
Requirements/Evaluation: active class participation, weekly online postings, a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or permission of the instructor
Enrollment Preferences: French majors and certificate students; Women’s, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission
Enrollment Limit: 16
Expected Class Size: 16
Distribution Notes: meets Division 1 requirement if registration is under RLFR or COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1
**RLFR 494(S) Senior Thesis: French**

French senior thesis.  
**Class Format:** independent study  
**Extra Info:** this is part of a full-year thesis (493-494)  
**Distributional Requirements:**  
**Division 1**

**Fall 2016**  
**HON Section:** 01  
**TBA**  
**Instructor:** Katarzyna Pieprzak

**RLFR 498(S) Independent Study: French**

French independent study.  
**Class Format:** independent study  
**Distributional Requirements:**  
**Division 1**

**Spring 2017**  
**IND Section:** 01  
**TBA**  
**Instructor:** Katarzyna Pieprzak

**RLFR 511(F) Intensive French Grammar and Translation**

This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and become more confident as they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.  
**Class Format:** classes meet twice weekly and are conducted in English  
**Requirements/Evaluation:** evaluation will be based on class participation, papers, a midterm, and a final examination  
**Prerequisites:** a strong interest and need to learn French  
**Distributional Requirements:**  
**Division 1**

**Fall 2016**  
**LEC Section:** 01  
**Cancels**  
**Instructor:** Anthony Nicastro

**RLFR 512(S) Readings in French Art History and Criticism**

This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read (excerpts from museum catalogues; the Gazette des Beaux-Arts and other publications; Salons by Diderot, Baudelaire, and Théodore, artists on their works; and critics such as Francastel, Gh. Sterling, M. Faré, Valéry, Focillon) will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.  
**Class Format:** this course will meet twice a week  
**Requirements/Evaluation:** evaluation is based on class participation, papers, a midterm, and a final examination  
**Prerequisites:** RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor  
**Distributional Requirements:**  
**Division 1**

**Spring 2017**  
**LEC Section:** 01  
**Cancels**  
**Instructor:** Anthony Nicastro

**ITALIAN**

**RLIT 101(F) Elementary Italian**

This first semester of a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis. Conducted entirely in Italian.  
**Class Format:** five hours a week with the professor  
**Requirements/Evaluation:** evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%)  
**Extra Info:** students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** none; not open to those who have had one year or more of high school Italian  
**Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams  
**Enrollment Limit:** 22  
**Distributional Requirements:**  
**Division 1**

**Fall 2016**  
**LEC Section:** 01  
**MW 09:00 AM 09:50 AM**  
**TR 08:55 AM 09:45 AM**  
**Instructor:** Anthony Nicastro

**RLIT 102(S) Elementary Italian**

This second semester of a year-long course which offers a thorough introduction to basic Italian language skills with primary emphasis on comprehension of the spoken language. Students interact with taped materials and submit written compositions on a regular basis. Conducted entirely in Italian.  
**Class Format:** five hours a week with the professor  
**Requirements/Evaluation:** evaluation will be based on chapter tests (50%), a final exam (20%), completion of workbook and lab manual exercises (20%), and classroom attendance/participation (10%)  
**Extra Info:** students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken may not be taken on a pass/fail basis; not available for the fifth course option  
**Prerequisites:** RLIT 101; not open to those who have had one year or more of high school Italian  
**Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams  
**Enrollment Limit:** 22  
**Distributional Requirements:**  
**Division 1**

**Spring 2017**  
**LEC Section:** 01  
**MW 09:00 AM 09:50 AM**  
**TR 08:55 AM 09:45 AM**  
**Instructor:** Anthony Nicastro

**SPANISH**

**THE MAJOR IN SPANISH**

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish–speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.  
The major consists of nine courses above the 102 level. One of these courses must be the 400-level senior seminar taken during the student’s final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.  
**THE DEGREE WITH HONORS IN SPANISH**

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two 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.  
By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).  
This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether he/she can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.  
Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493–W31–494). The
RLSP 101(F) Elementary Spanish

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

**Class Format:** the class meets five hours a week; students will complete a workbook and lab exercises weekly.

**Requirements/Evaluation:** evaluation will be based on homework, regular homework exercises, quizzes, and midterm exams.

**Extra Info:** students registered for RLSP 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLSP 101 and 102) are taken may not be taken on a pass/fail basis; not available for the fifth course option.

**Prerequisites:** none; this course is for students who have studied less than two years of Spanish in secondary school.

**Enrollment Limit:** 20

**Distributional Requirements:** Division 1

**Spring 2017**

LEC Section: 01  M-F 10:00 AM 10:50 AM  Instructor: Leyla Rouhi

RLSP 103(F) Intensive Intermediate Spanish

This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading, and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. Conducted in Spanish.

**Class Format:** class meets four hours a week.

**Requirements/Evaluation:** regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option.

**Prerequisites:** RLSP 101-102 or by Spanish placement exam.

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Distributional Requirements:** Division 1

**Fall 2016**

LEC Section: 01  MWF 10:00 AM 10:50 AM  Instructor: Jennifer French

LEC Section: 02  W 02:10 PM 03:00 PM  Instructor: Jennifer French

LEC Section: 03  MWF 11:00 AM 11:50 AM  Instructor: Gene Bell-Villada

CON Section: 04  W 03:10 PM 04:00 PM  Instructor: Gene Bell-Villada

RLSP 104(S) Upper Intermediate Spanish

This course is a continuation of Spanish 103. It focuses on the review of grammar as well as on refining writing and speaking skills. A variety of written and audiovisual journalistic media will enable students to deepen their understanding of Hispanic cultures.

**Class Format:** class meets four hours a week.

**Requirements/Evaluation:** weekly 1- to 2-page compositions, regularity of class participation, oral reports, frequent quizzes, a midterm and a final exam.

**Extra Info:** may not be taken on a pass/fail basis.

**Prerequisites:** RLSP 103 or by Spanish placement exam.

**Enrollment Limit:** 22

**Expected Class Size:** 22

**Distributional Requirements:** Division 1

**Spring 2017**

LEC Section: 01  MWF 10:00 AM 10:50 AM  Instructor: Mirta Suquet

CON Section: 02  W 01:10 PM 02:00 PM  Instructor: Mirta Suquet

LEC Section: 03  MWF 12:00 PM 12:50 PM  Instructor: Kathryn Ringer-Hilfinger

CON Section: 04  W 02:00 PM 03:00 PM  Instructor: Kathryn Ringer-Hilfinger

RLSP 105(F) Advanced Spanish Grammar and Conversation

This course focuses on the development of Spanish linguistic accuracy and oral communication skills. Major emphasis is placed on increasing oral fluency through exposure to media, interaction with native speakers, and participation in a variety of communicative activities. In addition, students will perform regular exercises to improve writing and syntax skills. Throughout the course, they will read journalistic and literary texts in order to stimulate oral and written participation, regular homework assignments, and frequent tests.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** evaluation will be based on homework, class participation, quizzes, a midterm and final exam and a series of communicative projects.

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option.

**Prerequisites:** RLSP 103 and 104 or by Spanish placement exam.
RLSP 199 Spanish in Action: Advanced Communication & Culture for Everyday Life

This is an advanced communication and culture course that uses real-world materials. This class serves as a bridge between Spanish 105 or Spanish 106 and advanced classes on literature and culture. Through the use of multimedia materials and engagement with local native speakers students will develop their communication and analytical skills as they improve their understanding of contemporary Hispanic/Latino culture and their ability to comprehend and respond to a variety of cultural and social issues and situations. Emphasis will be placed on activities that promote effective speaking and writing skills with the use of advanced structures and complex vocabulary. Students will complete at least one research project and related oral presentation. This course will have a service-learning component in which students engage with the Latino community.

Conducted in Spanish.

Class Format: seminar/discussion
Requirements/Evaluation: active participation in class discussions, engagement with native speakers, short writing assignments, and a final research paper and oral presentation
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: students who take the Williams College Placement exam and place into RLSP 199, students who have completed RLSP 105 or RLSP 106 and are planning to go abroad, and students returning from one semester abroad
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM

RLSP 200(S) Advanced Grammar and Composition through Literature (W)

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 105, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities.

Class Format: lecture/discussion
Requirements/Evaluation: a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a midterm and a final
Prerequisites: RLSP 105, any course 201+, placement exam or permission of instructor
Enrollment Limit: 19
Expected Class Size: 10-19
Distributional Requirements: Division 1
Writing Intensive

Not Offered Academic Year 2017

SEM

Instructor: Leyla Rouhi

RLSP 203 From Modernismo to El Boom de la Novela (W)

A survey of some of the leading imaginative writers of Hispanic America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lisperctor, and García Márquez. Conducted in Spanish.

Class Format: seminar
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 19
Distributional Requirements: Division 1
Writing Intensive

Not Offered Academic Year 2017

SEM

Instructor: Gene Bell-Villada

RLSP 204 Icons and Imaginaries: Culture and Politics in Latin America (D)

This course provides an overview of Latin American culture and politics by focusing on some of the most recognizable names and faces from the continent's turbulent history: Christopher Columbus, Hernán Cortés and Malintzin, Simón Bolívar, José Martí, Pancho Villa, Eva Perón, Frida Kahlo, Che Guevara, Rigoberta Menchú and Hugo Chávez. In addition to exploring the controversies surrounding each figure and her or his influence within a specific historical context, we'll also unpack some of the overarching issues of Latin American culture and politics: How are nations and nationalism constructed through processes of representation, and what roles do specific iconic figures play in that process? How can popular culture challenge elite representations of the nation and its heroes/heroinés, and how durable are the images it produces as expressions of collective will? What opportunities are available to women and sexual minorities in a political culture that has been historically dominated by macho military types? This course fulfills the EDI requirement by enabling students to appreciate the figures that have influenced generations of Latin American women and men and their sense of what is politically possible, while challenging the class to identify the operations of power at work in the construction of the figures themselves.

Conducted in Spanish.

Class Format: lecture/discussion
Requirements/Evaluation: political and cultural essays, literature and films, three 5-page papers
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Preferences: Spanish majors and qualified first-year students
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM

Instructor: Gene Bell-Villada

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Preferences: Spanish majors and certificate candidates
Enrollment Limit: 18
Expected Class Size: 18
Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM

Instructor: Soledad Fox

RLSP 202 Spain's Fin de Siglo and the Crisis of Ideas

In this class we will read the works of some of modern Spain's influential writers from the late part of the nineteenth century and the first three decades of the twentieth. Our aim is to understand how fiction and philosophy represented this significant time in Spain's history. The loss of the war with the U.S. in 1898, the turbulent shifts of power within the country, Spanish regional identities, and the cultural and intellectual movements that shaped Spain on the eve of the Civil War are among the key issues we will address. Our primary sources—largely fiction and poetry by artists such as Miguel de Unamuno, Azorín, Antonio Machado, Pío Baroja—will be complemented with a rigorous study of the cultural landscape of Spain at that time. Our principal engagement with philosophy will be through José Ortega y Gasset, in particular his output from the 1920s.

Class Format: seminar
Requirements/Evaluation: 2 short papers, one long research paper, and oral presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 25
Expected Class Size: 15
Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM

Instructor: Kathryn Ringer-Hilfinger

RLSP 201 The Spanish Labyrinth

Do Spaniards really dance flamenco and have dinner at 10:00 pm? Does everyone in Barcelona speak Catalan? How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one nation in Europe that so dramatically survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, as well as in times of censorship and repression. Some topics of focus will be the Inquisition, the Civil War and contemporary Spain's obsession with its own recent past. Secondary texts will also be provided for historical and socio-political background and reference.

Conducted in Spanish.

Class Format: seminar/discussion
Requirements/Evaluation: active participation in class discussions, oral presentations, short writing assignments, and a final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Preferences: Spanish majors and certificate candidates
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM

Instructor: Kathryn Ringer-Hilfinger
RLSP 205 The Latin-American Novel in Translation
Crosslistings: RLSP 205/COMP 205
A course specifically designed to enable students who have no knowledge of Spanish to read and discover those Latin-American authors who, in the twentieth century, have attracted world-wide attention. Among the texts to be discussed: Borges, Labyrinths; Cortázar, Blow-up and Hopscotch; Lisper, The Day of the Star; lesser works by Fuentes and Puig; and by Nobel Prize-winner Gabriel García Márquez, One Hundred Years of Solitude.

Class Format: lecture
Requirements/Evaluation: class participation, two brief papers, a midterm, and a final exam
Prerequisites: none
Enrollment Limit: 22
Expected Class Size: 22
Dept. Notes: does not carry credit for the Spanish major or the certificate
Distributional Requirements:
Division 1
Other Attributes: GBST Latin American Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Jennifer French

RLSP 206(S) Latin-American Civilizations
An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. Conducted in Spanish.

Class Format: seminar
Requirements/Evaluation: two essays on assigned topics, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final exam
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements:
Division 1

Spring 2017
SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Gene Bell-Villada

RLSP 208 The Spanish Civil War in Literature and Film
The Spanish Civil War (1936-1939) has generated a vast bibliography and filmography that to this day reflect widely antagonistic interpretations of the conflict itself, its roots, and its impact. From the Spanish perspective, the war is the most important single event in understanding modern Spain. The ideals, passions, and consequences of the Spanish Civil War still define Spaniards and have been recreated and relived by writers, artists, and filmmakers, and debated by historians. The course will begin with a historical introduction to the origins, development, and outcome of the war. Was the Spanish war a national struggle or an international struggle played out on Spanish soil? Along with studying internal Spanish political divisions, we will also consider the impact of the foreign policy positions of other countries—including Germany, Italy, the United States, and Russia—vis-a-vis Spain, as well as the role of the thousands of foreign volunteers who formed the International Brigades and came from all over the world to fight against Franco. With this historical basis, we will see how the themes and issues of the war are reflected in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Ayala, Cernuda, Neruda, Goytisolo, Sender, Fernan-Gomez, and Matute. Films will include documentaries as well as classic and contemporary features. Conducted in Spanish.

Class Format: seminar
Requirements/Evaluation: evaluations will be based on lively class participation, an oral report, short written assignments, and two papers
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 20
Distributional Requirements:
Division 1

Other Attributes: FMST Core Courses

Not Offered Academic Year 2017
SEM Instructor: Soledad Fox

RLSP 209 Spanish for Heritage Speakers: Introduction to Latino/o Cultural Production
Crosslistings: LATS 209/RLSP 209
This course focuses on the acquisition and improvement of critical communication and analytical skills in Spanish for use both in and outside of the United States. We address all four of the primary language skills (listening, reading, writing, and speaking), with particular attention to the unique needs of students who have received a majority of their exposure to the Spanish language in informal or domestic environments. Through the use of materials and vocabulary taken from a variety of real-life contexts, but with primary emphasis on the diverse Latina/o communities of the United States, this class aims to sharpen heritage speakers’ sociolinguistic competency and ability to interpret musical, cinematic, and literary texts in Spanish. Please note that students who have completed the majority of their formal education in a Spanish-speaking country are not permitted to take this course without prior permission of the instructor.

Class Format: discussion
Requirements/Evaluation: evaluation will be based on student participation, grammar homework, 2 oral exams, and 3-4 written essays may not be taken on a pass/fail basis
Prerequisites: none; however, students who have completed the majority of their formal education in a Spanish-speaking country are not permitted to enroll in this course without prior permission of the instructor
Enrollment Preferences: Latina/o Studies concentrators or Spanish majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2

Other Attributes: LATS Core Electives

Not Offered Academic Year 2017
LEC Instructor: Maria Elena Cepeda

RLSP 210 Spanish Phonetics and Phonology
This course focuses on the linguistic study of the Spanish sound system. Students will practice phonetic transcription and application of phonological rules. We will explore how pronunciation varies across dialects of the Spanish-speaking world and differences between English and Spanish phonetics and phonology. Laboratory work will be conducted with the goal of improving student pronunciation and analyzing native Spanish pronunciation. Conducted in Spanish.

Class Format: lecture
Requirements/Evaluation: active participation in class discussions, laboratory work, final exam and research paper and presentation
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RLSP 105, RLSP 106, RLSP 199, RLSP 209 or permission of instructor
Enrollment Preferences: priority will be given to students who have completed RLSP 105/106, RLSP 199, RLSP 209
Enrollment Limit: 15
Expected Class Size: 15
Distributional Requirements:
Division 1

Not Offered Academic Year 2017
LEC Instructor: Kathryn Ringer-Hilfinger

RLSP 211(F) A Survey of Spanish Literature from the 11th to the 17th Centuries (D)
This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misunderstood idea of dividing this literature into the categories of ‘medieval’ and ‘Renaissance’. Conducted in Spanish.

This course fulfills the pre-1800 requirement for the Spanish major
Requirements/Evaluation: evaluation will be based on class participation, short paper assignments, and a final paper
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Distributional Requirements:
Division 1
Explores Diversity

Fall 2016
LEC Section: 01 MWF 12:00 PM 12:50 PM Instructor: Leyla Rouhi

RLSP 214 "Ecologismo": Literature, Culture and the Environment in Latin America (D)
Crosslistings: RLSP 214/ENVI 218
How have Latin American authors and artists responded to environmental concerns, from the logging and rubber booms that threatened the Amazon in the early 20th century to contemporary global warming? How do the realities of Latin American societies—including massive disparities of wealth and poverty; the cultural and political impacts of the region's indigenous populations; and the complex histories of colonialism, dependency and neoliberalism—inform Latin American responses to environmentalism? How does Latin America's "environmental imaginary" differ from those of the US and Europe? In this course we will explore these issues and more through literature and other cultural texts from Latin America. We will consider short stories and novellas by authors including Horacio Quiroga (Uruguay), Luis Sepúlveda (Chile), Memo Giardinielli (Argentina), and Ana Cristina Rossi (Costa Rica); poetry by Esthela Calderón (Nicaragua), Juan Carlos Galeano
(Colombia), Homero Aridjis (Mexico); the paintings of Tomás Sánchez (Cuba); and feature films as well as shorter documentaries. In Spanish. This course satisfies the EDI requirement because it is inspired by and organized around Arturo Escobar’s notion of “the political ecology of difference”, our work throughout the semester aims to understand the myriad ways in which “difference” — economic, ecological, and cultural — informs Latin American responses to environmental degradation. We will also explore some of the ways that contemporary artists and intellectuals attempt to revise forms of subjectivity understood as characteristically Western and modern through creative cultural engagement with Amerindian knowledge and forms of expression.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation based on three 5- to 7-page essays, reaction papers, oral presentations, active and informed class participation

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Preferences:** Spanish majors, Envi majors and concentrators

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Distributional Requirements:** Division 1

**Exploring Diversity**

Not Offered Academic Year 2017

SEM Instructor: Jennifer French

**RLSP 217T Love in the Spanish Golden Age (W)**

The principal focus of this course is the Spanish “comedias” of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón de la Barca, San Juan de la Cruz, and others will show us how the theme was treated from diverse perspectives, and how it related to key concepts such as honor, religion, and artistic creativity. Conducted in Spanish or English depending on student ability.

**Class Format:** tutorial

**Requirements/Evaluation:** students will meet with the instructor each week in groups of two, one student will read a 5-pg paper, left in advance for the tutorial partner, and the other will critique the paper; evaluation is based on the quality of the written essays and the notes.

**Extra Info:** may not be taken on a pass/fail basis, not available for the fifth course option

as well as evidence of preparation, punctuality of submission, and quality of discussion; by the end of the semester each student will have produced around 25 pages of writing

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Preferences:** students with a background in literature

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Leyla Rouhi

**RLSP 220 Women on the Verge (W)**

Crosslistings: RLSP 220/WGSS 222

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such an extent that one often gauges the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic media, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

**Class Format:** seminar

**Prerequisites:** none

**Enrollment Preferences:** students with a background in literature

**Enrollment Limit:** 10

**Expected Class Size:** 20

**Distribution Notes:** meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS

**Distributional Requirements:** Division 1

Not Offered Academic Year 2017

SEM Instructor: David Colbert-Goicoa

**RLSP 223T Colonial Landscapes: Latin America’s Contemporary Environmental Literature (D) (W)**

Crosslistings: RLSP 223/ENVI 223/COMP 263

“It is not by coincidence that our societies are both racist and anti-ecological,” wrote the Chilean sociologist Fernando Mires in his now-classic study, The Discourse of Nature. This tutorial explores works of contemporary literature that implicitly and explicitly link Latin America’s ongoing environmental crisis to the region’s long and multi-layered history of colonialism: novels by Sylvia Iparaguire (Argentina), Mayra Montero (Puerto Rico), Giaconda Belli (Nicaragua), Luis Sepúlveda (Chile); poetry by Homero Aridjis (Mexico); essays by Octavio Paz (Mexico), Eduardo Viveiros de Castro (Brazil), and more. Representing a wide variety of geographies, literary styles and ideological perspectives, these writers nevertheless converge in challenging us to consider the effects of environmental crisis within structures of power that are radically unequal at the local, national, and global levels; and to recognize that consciousness of environmental vulnerability can prompt new forms of inclusion and community as well as exclusion. Topics to be explored also include the role of indigenous cosmologies in contemporary environmental politics, the place of urban ecologies within the environmental imaginary, and the ongoing debates among academic critics and others regarding the scope and methodologies of ecocriticism as an approach to Latin American literature.

Students have the option of tutorial in Spanish or in English; partners will be assigned accordingly. Each tutorial will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5-page essays over the course of the semester. This tutorial fulfills the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity’s material benefits as they struggle to brace themselves against its catastrophic environmental effects.

**Class Format:** tutorial

**Requirements/Evaluation:** each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5-page essays over the course of the semester. This tutorial fulfills the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity’s material benefits as they struggle to brace themselves against its catastrophic environmental effects.

**Class Format:** tutorial

**Requirements/Evaluation:** each tutorial pair will meet with me for one hour during the week, during which time we will discuss a 5-page paper that one of the partners has submitted the night before. This adds up to a substantial amount of (reading and) writing for each student in the course, i.e., six 5-page essays over the course of the semester. This tutorial fulfills the Exploring Diversity Initiative by challenging students to position themselves, intellectually and imaginatively, in the space of those excluded from modernity’s material benefits as they struggle to brace themselves against its catastrophic environmental effects.

**Class Format:** seminar

**Requirements/Evaluation:** three essays of 5-7 pages, shorter writing assignments, discussion-leading, active and engaged class participation

**Prerequisites:** none

**Enrollment Preferences:** Spanish majors

**Enrollment Limit:** 19

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

Exploring Diversity

Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Jennifer French

**RLSP 225F Subalternity, Dictatorship, and the Dream of Emanicipation: Paraguay, 1811-Present (D) (W)**

Paraguay is at once the most “typical” of Latin American countries and the most enigmatic. With a predominantly Guarani-speaking population, enormous disparities of wealth and poverty, and a political tradition that favors authoritarian dictatorship, Paraguay is also celebrated, in certain circles, as the only Latin American nation that actually achieved economic and political independence when the other republics were fast becoming economic dependencies of Britain and the US in the 19th century. This course explores the subjects of subalternity, dictatorship, and the “dream of emancipation” in Paraguay’s cultural production of the 19th, 20th, and 21st centuries. We will examine together the writings of the brilliant novelist Augusto Roa Bastos, especially Son of Man and I the Supreme; stories and poems by Teresa Lander, Lina Steinhof, Paraguay’s rich and vibrant tradition of visual art; and works of classic and contemporary film. Conducted in Spanish. This course fulfills the goals of the EDI requirement by challenging students to analyze the ways that structures of power and privilege, articulated at the national and international levels, are manifest in Paraguay, as well as the strategies Paraguayan artists and intellectuals have developed to undermine or contest those structures through creative cultural work. Our explorations will be undergirded by theoretical readings in the fields of postcolonial studies, subaltern studies, psychoanalysis.

**Class Format:** seminar

**Requirements/Evaluation:** three essays of 5-7 pages, shorter writing assignments, discussion-leading, active and engaged class participation

**Prerequisites:** none

**Enrollment Preferences:** Spanish majors

**Enrollment Limit:** 19

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

Exploring Diversity

Writing Intensive

Fall 2016

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Jennifer French

**RLSP 301 Cervantes’ “Don Quijote” (D) (W)**

We will devote the entire semester to the study of one novel: Miguel de Cervantes’ Don Quijote, published in the early part of the 17th century. We will try to understand the reasons for the novel’s immense and ongoing influence on Western literature and thought. To do so, we will study Cervantes’ masterful handling of issues that continue to have an uncanny relevance to our lives today: relationships between men and women, the perception of Muslims by Christians and vice versa, the role of fiction in life, the shapes of mental illness, how we decide who we are, how our governments and families and friends decide who we are, the fun and annoyance of going on a totally
Conducted in Spanish
made some headway.
continually set things in context and make sure that we understand what was
going on in Cervantes' world that might better explain what goes on in his
novel. Finally, we will find that even an entire semester is not enough to
engage fully with this extraordinary work, but we will be very glad that we
made some headway.

Requirements/Evaluation:
- active class participation; two to three short projects and one final research project

Prerequisites:
- any 200-level RLSP course at Williams that is conducted in Spanish, or permission of instructor

Enrollment Preferences:
- Spanish majors and Comp Lit majors with the appropriate command of Spanish

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements:
- Division 1
- Exploring Diversity
- Writing Intensive

Not Offered Academic Year 2017
LEC Instructor: Leyla Rouhi

RLSP 303 Cervantes' "Don Quixote" in English Translation
Crosslistings: COMP 350/RLSP 303

A close study of one of the most influential and early European novels, Don Quixote by Miguel de Cervantes (1547-1616 C.E.) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers
since. Moving between humorous and serious tones, Cervantes takes on
several issues in the Quixote: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of
literary criticism, just to name a few. We will read the book in a fine modern
English-language translation, and set it in several relevant contexts to better
understand its original intellectual horizon—seventeenth-century Spain—as
well as the reasons for its continuing relevance.

Class Format: seminar

Requirements/Evaluation:
- active participation, three short papers, and a final project designed in consultation with the instructor

Extra Info: may not be taken on a pass/fail basis

Prerequisites:
- any 200-level literature course in foreign languages, COMP, or ENGL, or permission of the instructor

Enrollment Preferences:
- Comparative Literature majors and upperclass students

Enrollment Limit: 30

Expected Class Size: 30

Dept. Notes: does not count toward the major in Spanish

Distributional Requirements:
- Division 1
- Other Attributes:
  - ENGL Literary Histories A

Not Offered Academic Year 2017
LEC Instructor: Leyla Rouhi

RLSP 306T Latino Writing: Literature by U.S. Hispanics (W)
Crosslistings: RLSP 306/COMP 302

Writing by U.S. Hispanics constitutes a new voice in American letters. In this
tutorial, we will read and discuss work by U.S. Latinos and examine the social
backgrounds to their texts. The experiences of immigration and assimilation, and the specific complexities of being both Hispanic and North American will be addressed. Authors to be studied: José Antonio Villalobos, Richard Rodriguez, Sandra Cisneros, Rudolfo Anaya, Piri Thomas, Oscar Hijuelos, Cristina Garcia, Junot Diaz and historical texts by Carey McWilliams, and Rudolfo Acura. Given the absence of a critical consensus around these
titles, our task is to gain some sense of their common traits as a tradition, and place them within the larger body of literature of the Americas and
the world. The tutorial will examine one work or set of authors per week. A
student will bring, written out in full, an oral presentation focusing on the
artistic features and sociocultural content of the assigned reading. Questioning
the presenter, on the part of the second tutee and the tutor, will follow. The
course is designed to accommodate both Spanish and English speaking
students. A student able to read and speak Spanish will be paired with another
student of similar proficiency. Students who neither read nor speak Spanish
will be paired together.

Class Format: tutorial

Requirements/Evaluation:
- five short oral presentations/papers (about 20-25
  minutes) and a final longer one (about 40-45 minutes)

Extra Info: may not be taken on a pass/fail basis

Prerequisites:
- some previous course work in any literature beyond the 100
  level is helpful; students selecting the Spanish option for credit toward the
  Spanish major must have taken at least one 200-level RLSP course or seek
  permission of the tutor

Enrollment Limit: 10

Distributional Requirements:
- Division 1
- Writing Intensive

Other Attributes:
- AMST Arts in Context Electives
- AMST Comp Studies in Race, Ethnicity, Diaspora
- LATs Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2017
LEC Instructor: Gene Bell-Villada

RLSP 308 The Subject of Empire: Race, Gender and Power in the Colonial Era (D)

This class studies Latin American literature of the colonial era (1492-1898)
from the perspective of the constitution of the subject: the autobiograhical 'yo'
that is both the subject of discourse and the object of sovereign power. Our
readings will include the most outstanding texts of the group collectively
known as the Chronicles of the Conquest—the letters of Christopher
Columbus and Hernán Cortés and Bernal Diaz del Castillo's True History of
the Conquest of New Spain, among others—whose authors endeavor to
establish their historical authority and legitimate their actions before the
Spanish king. We will also read later works in which racially and sexually
marginalized subjects struggle to contest the identities and the conditions
imposed on them by a distant sovereign through far-reaching institutional
networks: the mestizo historian known as El Inca Garcilaso de la Vega, the
cross-dressed soldier Catalina de Erauso, the poet Sor Juana Inés de la Cruz,
and the slave Juan Francisco Manzano. This course fulfills the objectives of the Exploring Diversity Initiative by challenging students to examine the historical negotiation of individual and
collective identities within the context of violent, exploitative and exclusionary
structures of power.

Class Format: lecture/discussion

Requirements/Evaluation:
- one short (7-page) paper, one longer (15-20
  page) paper, proposal, bibliography, discussion-leading

Prerequisites:
- one RLSP course at the 200-level or above or permission of
  instructor

Enrollment Preferences:
- Spanish majors

Enrollment Limit: 19

Expected Class Size: 12

Distributional Requirements:
- Division 1
- Exploring Diversity
- Other Attributes:
  - GBST Latin American Studies Electives

Not Offered Academic Year 2017
LEC Instructor: Jennifer French

RLSP 319(F) Dictatorship and the Latin-American Novel

Military dictatorship is among the most crucial factors in Latin-American
society and history, and some of the continent's leading novelists have taken it
upon themselves to depict the experience in their work. In this course we will
examine both the fact of dictatorship itself and the diverse representation
thereof in Spanish-American fiction. Novels by Garcia Marquez, Vargas Llosa,
and Rodolfo Acuña. Given the absence of a critical consensus around these
titles, our task is to gain some sense of their common traits as a tradition, and
place them within the larger body of literature of the Americas and
the world. The tutorial will examine one work or set of authors per week. A
student will bring, written out in full, an oral presentation focusing on the
artistic features and sociocultural content of the assigned reading. Questioning
the presenter, on the part of the second tutee and the tutor, will follow. The
course is designed to accommodate both Spanish and English speaking
students. A student able to read and speak Spanish will be paired with another
student of similar proficiency. Students who neither read nor speak Spanish
will be paired together.

Class Format: seminar

Requirements/Evaluation:
- three 8-page papers, an oral report, a final 3-page paper, and class participation

Prerequisites:
- RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Preferences:
- Spanish majors; Latin Studies concentrators

Enrollment Limit: 10

Expected Class Size: 5-10

Distributional Requirements:
- Division 1

Fall 2016
LEC Instructor: Gene Bell-Villada

RLSP 322(S) Islam in Spain (D)
Crosslistings: RLSP 322/ARAB 322

The presence of Islam—in all its diverse manifestations—is not new to
Europe, least of all to Spain. In this course we will focus for the most part on
the medieval and early modern periods, and study several works—primarily of
literature, though we will supplement with other texts—in which Muslims and
Islam have been portrayed in the Iberian Peninsula. We will cover a wide
range of perspectives that include Christian and Muslim writers as well as
authors of Jewish heritage. Our primary focus will be the Middle Ages (1000-
1700 CE), during which time Muslims were in control of the Iberian
Peninsula. We will look at the evolution of the Al-Andalus Kingdoms and the
rise of the Christian kingdoms in the north before reaching the Moorish
invasion of Europe. We will study a wide range of texts including poetry,
plays, novels, and scholarly treatises on the practice of holy wars and their
impact on the world. We will also explore the role of Islam in the
development of the Spanish language and the world. The tutorial will examine
one work or set of authors per week. A student will bring, written out in full, an oral presentation focusing on the
artistic features and sociocultural content of the assigned reading. Questioning
the presenter, on the part of the second tutee and the tutor, will follow. The
course is designed to accommodate both Spanish and English speaking
students. A student able to read and speak Spanish will be paired with another
student of similar proficiency. Students who neither read nor speak Spanish
will be paired together.

Class Format: seminar

Requirements/Evaluation:
- two short papers, oral presentations, one final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option

Prerequisites:
- any RLSP 200-level class, or results of the Williams College Placement Exam, or permission of instructor

Enrollment Preferences:
- Spanish majors, Arabic Studies majors

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements:
- Division 1
- Exploring Diversity
This course will consider different kinds of works (poetry, memoirs, fiction) written by authors forced to live in exile as a consequence of political and/or religious persecution. Our point of departure will be the paradigmatic expulsion and subsequent diaspora of the Jews of Spain and Portugal. Most assignments, however, will be drawn from twentieth century texts written during, or in the wake of, the massive destruction and displacements brought about by the Spanish Civil War and World War II. How is the life lost portrayed? How are the concepts of home and the past intertwined? What kind of life or literature are possible for the deracinated survivor? We will discuss the role of writing and remembrance in relation to political history, as well as in the context of individual survival. Readings might include works by Nuñez de Reinoso, León, Cernuda, Semprún, Benjamin, Nancy, and Blanchot.

**Course Format:**
- Several short writing assignments, a midterm paper and a final paper
- Presentations, short writing assignments, and a final essay

**Prerequisites:**
- COMP 111 or an equivalent ENGL course
- COMP 352/JWST 352/RLSP 352

**Expected Class Size:**
- 20

**Distributional Requirements:**
- Division 1

**Other Attributes:**
- GBST Borders, Exiles + Diaspora Studies Electives
- JWST Core Electives

**Not Offered Academic Year 2017**

**SEM Instructor:** Soledad Fox

**RLSP 494(S) Senior Thesis: Spanish**
- Spanish senior thesis
- Class Format: independent study
- Extra Info: this is part of a full-year thesis (493-494)

**Distributional Requirements:**
- Division 1

**Spring 2017**

**HONSection:** 01  TBA  Instructor: Katarzyna Pieprzak

**RLSP 497(F) Independent Study: Spanish**
- Spanish independent study
- Class Format: independent study

**Distributional Requirements:**
- Division 1

**Fall 2016**

**IND Section:** 01  TBA  Instructor: Katarzyna Pieprzak

**RLSP 498(S) Independent Study: Spanish**
- Spanish independent study
- Class Format: independent study

**Distributional Requirements:**
- Division 1

**Spring 2017**

**IND Section:** 01  TBA  Instructor: Katarzyna Pieprzak

**OTHER ATTRIBUTES:**
- Group B: GBST Borders, Exiles + Diaspora Studies Electives
- JWST Core Electives

**Not Offered Academic Year 2017**

**SEM Instructor:** Soledad Fox

**RLSP 493(F) Senior Thesis: Spanish**
- Spanish senior thesis
- Class Format: independent study
- Extra Info: this is part of a full-year thesis (493-494)

**Distributional Requirements:**
- Division 1

**Spring 2017**

**HONSection:** 01  TBA  Instructor: Katarzyna Pieprzak

**RLSP 497(F) Independent Study: Spanish**
- Spanish independent study
- Class Format: independent study

**Distributional Requirements:**
- Division 1

**Fall 2016**

**IND Section:** 01  TBA  Instructor: Katarzyna Pieprzak

**RLSP 498(S) Independent Study: Spanish**
- Spanish independent study
- Class Format: independent study

**Distributional Requirements:**
- Division 1

**Spring 2017**

**IND Section:** 01  TBA  Instructor: Katarzyna Pieprzak

**RUSSIAN (DIV I)**

**Chair:** Professor JULIE CASSIDAY

**Professors:** J. CASSIDAY, D. GOLDSSTEIN**, J. VAN DE STADT. Assistant Professor: B. ALIEV. Teaching Associate: BUSHETARA.

**LANGUAGE STUDY**

The department provides language instruction to enable students to acquire all five linguistic skills: understanding, speaking, reading, writing, and culture. Russian 101-108-102 covers the basics of Russian grammar. Russian 103 through 202 offer additional instruction in grammar and provide extensive practice in reading and conversation.

**STUDY ABROAD**

The department strongly encourages students who want fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 104 or the equivalent and junior standing are normally prerequisites for study abroad. You can find general study away guidelines for Russian here.

**LITERATURE AND CULTURE IN TRANSLATION**

The department regularly offers courses on Russian literature, culture, and politics in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with Russian literary, cultural, and social history.

**THE CERTIFICATE IN RUSSIAN**

To enhance a student’s educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student’s major at Williams by enabling the student to expand his or her knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three courses in Russian) after enrolling at Williams. The student must achieve proficiency at the level of a B in RUSS 201 or the equivalent.

**Required Courses**
- 101
- 102
- 103
- 104
- one additional course conducted in Russian

**Elective Courses**
- at least one course on Russian cultural history
- at least one course on Russian intellectual, political, or social history, or post-Soviet economics

**THE MAJOR**

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of which at least six must be conducted in Russian, at least two must be at the 300-level, and one at the 400-level. In addition, students may take up to four related courses offered by other departments and taught in English.

**Examples of appropriate courses in other departments are:**
- History 140 Fin-de-Siècle Russia: Cultural Splendor, Imperial Decay
History 240 Muscovy and the Russian Empire
History 241 The Rise of the Soviet Union
History 436 Religion and Secularism in Modern Europe and Russia

Students selecting the major must typically complete Russian 104 or the equivalent by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

THE DEGREE WITH HONORS IN RUSSIAN
At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the senior year, they will establish 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 earn a degree with honors by submitting a senior thesis (493- W31-494) of honors quality.

RUSS 101(F) Elementary Russian I (D)
An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills—listening comprehension, speaking, reading, writing, and culture—through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 202. As an EDI course, RUSS 101 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.

Class Format: the class meets five times a week
Requirements/Evaluation: active class participation, completion of all assignments, quizzes, tests, and a final exam
Extra Info: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 1
Exploring Diversity

Fall 2016
LEC Section: 01 MWF 10:00 AM 10:50 AM TR 09:55 AM 11:10 AM
Instructor: Julie Cassiday

RUSS 102(S) Elementary Russian II (D)
An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills—listening comprehension, speaking, reading, writing, and culture—through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 202. As an EDI course, RUSS 102 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.

Class Format: the class meets five times a week
Requirements/Evaluation: regular attendance, active class participation, completion of homework, quizzes, tests, and a final exam
Extra Info: students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 10
Distributional Requirements: Division 1
Exploring Diversity

Spring 2017
LEC Section: 01 MWF 10:00 AM 10:50 AM TR 09:55 AM 11:10 AM
Instructor: Baktygul Aliev

RUSS 103(F) Intermediate Russian I (D)
A continuation of Elementary Russian 101-102, this course seeks to develop conversational comprehension and composition skills through a variety of materials that treat topics from Russian and Soviet culture, current events, and daily life. Selected readings from the Russian literary cannon and the popular press will be included, as will the review and expansion of grammatical topics covered in 101-102. As an EDI course, RUSS 103 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference. Class is conducted in Russian.

Class Format: seminar
Requirements/Evaluation: regular attendance, active class participation, completion of daily homework, frequent writing assignments, tests, and a final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: RUSS 101-102 or the equivalent (consult with instructor)

RUSS 104(S) Intermediate Russian II (D)
This course continues to develop all five skills—listening comprehension, speaking, reading, writing, and culture—by focusing on a variety of topics geared to students' interests. Coursework includes the review and expansion of grammatical topics, as well as a variety of unabridged authentic materials from Russian literature, film, and other media. Students who complete RUSS 104 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Class is conducted in Russian. As an EDI course, RUSS 104 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.

Class Format: seminar
Requirements/Evaluation: regular attendance, active class participation, completion of all homework, regular writing assignments, quizzes, and a final exam
Prerequisites: RUSS 103 or permission of the instructor
Enrollment Preferences: Russian majors
Enrollment Limit: 15
Expected Class Size: 6-10
Distributional Requirements: Division 1
Exploring Diversity

Spring 2017
LEC Section: 01 MWF 10:00 AM 10:50 AM
Instructor: Julie Cassiday

RUSS 201(F) Advanced Russian I (D)
This course continues to develop all four skills—conversation, listening comprehension, reading, and writing—for students who have completed at least two years of college-level Russian or the equivalent. Coursework includes the study of higher-level Russian grammar, as well as an examination of a variety of materials—print and other media—from Russian and Soviet culture, current events, history, and the arts. As an EDI course, RUSS 201 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference. Class is conducted entirely in Russian.

Class Format: seminar
Requirements/Evaluation: regular attendance, active class participation, completion of daily homework, frequent writing assignments, and a few tests
Prerequisites: Russian 152 or 104 or the equivalent, consult with the instructor
Enrollment Limit: 15
Expected Class Size: 5
Distributional Requirements: Division 1
Exploring Diversity

Fall 2016
SEM Section: 01 MWF 12:00 PM 12:50 PM
Instructor: Janneke van de Stadt

RUSS 202(S) Advanced Russian II (D)
This course continues to develop all five skills—listening comprehension, speaking, reading, writing, and culture—by focusing on a wide range of authentic textual, audio, and video materials in Russian. Students will further deepen their command of Russian grammar, vocabulary, and style by reading, writing, and speaking about Russian society, culture, and politics. Upon completion of RUSS 202 students should be well prepared to undertake study abroad in Russia and are encouraged to do so. As an EDI course, RUSS 202 focuses on the relationship between language and culture, exploring how different linguistic contexts and practices arise from and contribute to cultural difference.

Class Format: seminar
Requirements/Evaluation: class participation, oral and written exams
Prerequisites: RUSS 201 or permission of the instructor
Enrollment Limit: none
Expected Class Size: 4-6
Distributional Requirements: Division 1
Exploring Diversity

Spring 2017
SEM Section: 01 MWF 12:00 PM 12:50 PM
Instructor: Baktygul Aliev

RUSS 203 Nineteenth-Century Russian Literature in Translation
Crosslistings: RUSS 203/COMP 203
This course introduces students to landmark texts of 19th century Russian literature, exploring their aesthetic, social and philosophical implications and significance. We will begin by reading Pushkin, Lermontov and Gogol's innovative realist variations on pre-existing Romantic literary tropes. We will then trace how these initial themes and ideas are expanded upon and given new dimensions by subsequent "giants" of Russian realism: Dostoevsky and...
Tolstoy. Additional literary and ideological issues of the century will be addressed in the works of Turgenev and Goncharov, two other representative authors of the “Golden Age”. Finally, we will turn to the works of Chekhov, which accentuate ambiguity and uncertainty within the realist method of portrayal, thus anticipating modernist sensibilities of the 20th century. Knowledge of Russian is not required; all course readings will be in English.

Requirements/Evaluation:
- participation, short written responses, an oral presentation, research paper
- short response essays; final exam; class participation

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements:
- Division 1

Other Attributes:
- GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2017

LEC  Instructor: Baktygul Aliev

RUSS 204(S) Revolution and Its Aftermath: A Survey of 20th-Century Russian Literature

Crosslistings: RUSS 204/COMP 204

We are fast approaching the one-hundredth anniversary of Russia's Great October Revolution, a political event that had prodigious cultural consequences and eventually polarized artists and intellectuals alike. Nowhere is this struggle more prominently played out than in the pages of Russian/Soviet literature. In this course, we will read a variety of works by canonical and non-canonical writers and consider the many forces-historical, political, spiritual, ethnic, and cultural-that shaped national belles lettres in the course of the 20th century.

Class Format: seminar/discussion

Requirements/Evaluation: contributions to class discussion; various essays

Enrollment Preferences: RUSS and COMP majors

Expected Class Size: 10

Distributional Requirements: Division 1

Other Attributes:
- GBST Russian + Eurasian Studies Electives

Spring 2017

SEM Section: 01  MWF 08:30 AM 09:45 AM  Instructor: Janneke van de Stadt

RUSS 206(S) Feasting and Fasting in Russian History

This course will use the methodology of food history to explore the broader historical, economic, and artistic conditions that gave rise to Russian culture. We will examine culinary practice as well as the social context of cooking and eating in Russia. In order to elucidate the important interplay between culture and cuisine, we will discuss such issues as the domestic roles of women and serfs, the etiquette of the table, the role of drinking and temperance movements, and the importance of feasts and fasts in the Russian Orthodox Church calendar. Short stories, memoirs, and cookery books will provide insight into class and gender differences, cooking techniques, and the specific tastes that characterize Russian cuisine. This class will present Russian culture from a predominantly domestic point of view that originates from the wooden spoon as much as from the scepter. Knowledge of Russian is not required.

Class Format: lecture/discussion

Requirements/Evaluation: active class participation, bi-weekly response papers, one 6- to 8-page paper, midterm and final exams; participation in a communal feast

Enrollment Preferences: students who can demonstrate an interest in Russian culture

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:
- Division 1

Other Attributes:
- EXPE Experiential Education Courses
- GBST Russian + Eurasian Studies Electives

Spring 2017

LEC Section: 01  MR 02:35 PM 03:50 PM  Instructor: Darra Goldstein

RUSS 210T Tolstoy: The Major Novels (W)

Crosslistings: RUSS 210/COMP 207

This tutorial will focus on Lev Tolstoy's four novelistic masterpieces—War and Peace, Anna Karenina, Resurrection, and Hadji Murat—placing them in their appropriate historical, social, and philosophical context. For each week of class, students will read a significant portion of a novel by Tolstoy, as well as a selection of secondary literature taken from those works that inspired the author, reactions that arose at the time of the novel's publication, and scholarship that seeks to explain the power and enduring significance of these novels. Students will meet with the professor in pairs, with one student writing a five-page paper for each class session and the other student providing a critique of the paper. For those students without Russian language skills, all works will be read in English translation. Those students who have completed at least three years of college-level Russian may take the course in Russian.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments and active discussion during tutorial sessions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: for students taking the tutorial in ENGL: none; for students taking the tutorial in RUSS: either RUSS 252 or permission of instructor

Enrollment Preferences: Russian, Comparative Literature, and Literary Studies majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
- Division 1
- Writing Intensive

Not Offered Academic Year 2017

TUT  Instructor: Julie Cassiday

RUSS 213 From Putin to Pussy Riot: Discourses of Post-Soviet Gender

Crosslistings: RUSS 213/GBST 213/WGSS 214/COMP 257

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin’s regime by performing in day-glo balaclavas in Russia’s largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press’s fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West.

This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

All readings will be in English.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, response papers based on assignments for class, 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project

Prerequisites: none

Enrollment Preferences: none

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS

Distributional Requirements:
- Division 1
- Exploring Diversity

Other Attributes:
- GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2017

SEM  Instructor: Julie Cassiday

RUSS 214 Contemporary Russian Culture and Politics

Crosslistings: RUSS 214/GBST 214/COMP 220/PSCI 294

This course explores contemporary Russian society and politics through an analysis of literary works and films of post-Soviet Russia. We will study the social and political settings of particular plots and opportunities not only in fiction but also in the real lives of Russians. In addition to novels and short stories by some of the best contemporary Russian authors, we will read scholarly materials explaining the social and political trends characteristic of Russia’s post-socialist transformation under Boris Yeltsin and Vladimir Putin’s leadership. All course readings will be in English. Knowledge of Russian is not required.

Class Format: lecture

Requirements/Evaluation: short response essays; final exam; class participation

Prerequisites: none

Enrollment Preferences: students majoring in Russian, Global Studies, Political Science, History

Enrollment Limit: none

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under GBST or PSCI

Distributional Requirements:
- Division 1

Not Offered Academic Year 2017

LEC  Instructor: Baktygul Aliev
RUSS 220(S) World War II in Russian Culture
Crosslistings: RUSS 220/COMP 285/GBST 220
This course examines how Russian literature and film have depicted World War II since the war period and up to the present. The enormous loss of life and trauma among the Soviet military and civilians, as well as the Soviet ideological and propagandistic narrative of the war have been definitive for the Russian national identity. As living memory of the war's combatants, widows, orphans, and survivors recedes with their passing, literature and film continue to shape the collective cultural memory of the war for subsequent generations. We will study artistic representations of the complex and varied experiences of the war: on the frontlines and in the country's interior; had by men, women, and children; by people of not only Russian, but also other nationalities of the USSR. In assessing the stories and images of the war in journalism, novels, and film, we will situate their emotional and intellectual impact within the formal parameters of a given medium or genre. Our discussions of the art and ideology of Russian war narratives will be framed within larger historical and political dimensions of the war's progress and legacy in the USSR and in post-Soviet Russia.
Class Format: seminar
Requirements/Evaluation: class participation, research paper, final exam
Prerequisites: none
Enrollment Preferences: RUSS and COMP majors
Enrollment Limit: 18
Expected Class Size: 10-15
Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST
Distributional Requirements:
Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Baktygul Aliev

RUSS 248(T) Altering States: Postsoviet Paradigms of Identity and Difference (D) (W)
Crosslistings: SOC 248/GBST 247/RUSS 248
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in political heterogeneity of the postsocialist condition. Which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.
Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

Fall 2016
TUT Section: T1 TBA Instructor: Olga Shevchenko

RUSS 305(F) Dostoevsky: Context and Interpretation
Crosslistings: RUSS 305/COMP 305
This course examines some of the best-known works of Fedor Dostoevsky by exploring the richness of his possible interpretations. On the one hand, we will situate the novels in the Russian social and ideological context of the author's time. On the other, we will study the ways in which Dostoevsky's texts engage universal questions of human existence in a post-traditional and fluid social setting. The modernist and radical works of Dostoevsky criticism are assigned alongside the following novels: Poor Folk, The Double, Notes from Underground, Crime and Punishment, and The Brothers Karamazov. All readings are in English.
Class Format: seminar
Requirements/Evaluation: class participation, oral presentation, research paper
Prerequisites: none
Enrollment Preferences: RUSS and COMP majors
Enrollment Limit: 18
Expected Class Size: 10-15
Distributional Requirements:
Division 1

RUSS 306 Tolstoy and His Age
Crosslistings: RUSS 306/COMP 306
This course will examine the life and works of the great Russian writer Lev Tolstoy in the context of Western intellectual history. Readings will include Tolstoy's two novels, War and Peace and Anna Karenina, as well as a number of shorter works, such as The Kreutzer Sonata and Hadji Murat. We will also examine some of Tolstoy's aesthetic and didactic works. Ultimately, we will develop an understanding of the writer's environment and his impact on the numerous social movements calling for change in the second half of the twentieth century. All readings will be in English.
Class Format: lecture/discussion
Requirements/Evaluation: active class participation, 3 short papers, and a final research project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 15
Distributional Requirements:
Division 1
Other Attributes: GBST Russian + Eurasian Studies Electives
Not Offered Academic Year 2017
TUT Instructor: Julie Cassiday

RUSS 331(T) The Brothers Karamazov (W)
Crosslistings: RUSS 331/COMP 331/ENGL 371
Widely hailed as one of the greatest novels ever written, Dostoevsky's The Brothers Karamazov contains a series of enigmas, not the least of which is precisely who murdered the Karamazov father. In addition to exploring the shared guilt of all four of the brothers Karamazov in the crime of patricide, Dostoevsky poses the most probing questions of his day: Are families tied together merely by blood or by deeper spiritual bonds? Is religious faith possible in an age of reason, science, and technology? Can man's earthly laws ever carry out divine justice? Is humanity prepared to bear the burden of responsibility that comes with freedom? This tutorial will spend an entire semester examining Dostoevsky's masterwork, and we will read a variety of secondary sources alongside The Brothers Karamazov, including history, philosophy, and literary theory. Our goal will be to understand Dostoevsky's answers to these so-called "accursed questions" through the unique artistic form of The Brothers Karamazov.
Class Format: tutorial
Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least one 200-level literature class
Enrollment Preferences: students majoring or considering a major in Russian, Comparative Literature, or English
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
Division 1
Writing Intensive
Other Attributes: JLST Interdepartmental Electives
Not Offered Academic Year 2017
TUT Instructor: Julie Cassiday

RUSS 343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel (D) (W)
Crosslistings: RUSS 343/COMP 343/JWST 343/GBST 343
Known alternately as "master of the short story" and "Russian Maupassant," Isaac Babel was not only one of the most celebrated and intriguing authors of early Soviet Russia, but also a cultural figure of profound national and international significance. For a number of reasons (political, aesthetic, professional, ethical) Babel was not prolific and this will allow us to read almost all of his creative output, something we rarely get to do in the course of a single semester. Babel's writing is extremely varied—it includes sketches, journalistic prose, short stories, plays, movie scripts, one unfinished novel—and richly intertextual. This will afford us the opportunity to read the work of some of his contemporaries and predecessors, from both Russia and abroad, with whom he fashioned brilliant literary conversations, among them Guy de Maupassant, Anton Chekhov, Sholem Aleichem, and Ivan Turgenev. Babel saw self-definition as the core of his writing and as an EDI offering, this course will ask students to reflect on what it meant to be a Russian, a Jew, and a non-party author—an outsider, insider, and problematic hybrid rolled into one—in the highly unsettled, and unsettling, 1920s and 1930s. All course readings will be in translation, but students are highly encouraged to read in the original (Russian, French, Yiddish) whenever possible.
Class Format: seminar
Requirements/Evaluation: active class participation, frequent short writing assignments, oral project, and an oral presentation
Prerequisites: none
Enrollment Preferences: Russian and Comparative Literature majors, Jewish Studies and Global Studies concentrators
Enrollment Limit: 12
Expected Class Size: 10

501
RUSS 401(F) Senior Seminar: Putin and Putinism (D)

This seminar asks: Who is Vladimir Putin and how has he restored Russia's status as a global superpower in less than twenty years in power? We will approach these questions by investigating Putin, the man and the myth, as well as programmatic changes that have taken place in the Russian Federation under his leadership. Focusing on the neotraditionalism, neonationalism, and neoliberalism that characterize Putinism, we will study topics ranging from the social sciences (the country's much bemoaned demographic crisis, new social policy and legislation, the annexation of Crimea) to popular culture (television, fashion, and rap music). All coursework will be conducted in Russian. This seminar is part of the Exploring Diversity Initiative because we will consider the differences between Russian society and culture and our own, the historical context that has given rise to both Putin and Putinism, and the distinct history of power and privilege in post-socialist Russia, using theoretical paradigms that allow us to understand the growing social disparities in Russia today.

Class Format: seminar

Requirements/Evaluation: thorough preparation for and active participation in class meetings, several short essays, two oral presentations, and completion of a research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: RUSS 252 or the permission of instructor

Enrollment Preferences: Russian majors

Enrollment Limit: 6

Expected Class Size: 3

Distributional Requirements:
Division 1

Exploring Diversity

Fall 2016
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Julie Cassiday

RUSS 493(F) Senior Thesis: Russian

Russian senior thesis.

Class Format: independent study

Extra Info: this is a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements:
Division 1

Fall 2016
HON Section: 01 TBA Instructor: Julie Cassiday

RUSS 494(S) Senior Thesis: Russian

Russian senior thesis.

Class Format: independent study

Extra Info: this is a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements:
Division 1

Spring 2017
HON Section: 01 TBA Instructor: Julie Cassiday

RUSS 497(F) Independent Study: Russian

Russian independent study.

Class Format: independent study

Distributional Requirements:
Division 1

Fall 2016
IND Section: 01 TBA Instructor: Julie Cassiday

RUSS 498(S) Independent Study: Russian

Russian independent study.

Class Format: independent study

Distributional Requirements:
Division 1

Spring 2017
IND Section: 01 TBA Instructor: Julie Cassiday

SCIENCE AND TECHNOLOGY STUDIES (DIV II)
Chair: Professor JOSEPH CRUZ

Advisory Committee: Professors: M. ALTSCHULER, D. DETHIER, L. KAPLAN, J. THOMAN. Associate Professor: B. MILADENOVIC.

Science and Technology Studies (SCST) is an interdisciplinary program concerned with science and technology and their relationship to society. In addition to the historical development and a philosophical understanding of the ideas and institutions of science and technology, Science and Technology Studies also examines their ethical, economic, social, and political implications.

The role that science and technology have played in shaping modern industrial societies is generally acknowledged, but few members of those societies, including scientists and engineers, possess any understanding of how that process has occurred or much knowledge of the complex technical and social interactions that direct change in either science or society. The Science and Technology Studies Program is intended to help create a coherent course of study for students interested in these questions by providing a broad range of perspectives. At present, courses are offered which examine the history or philosophy of science and technology, the sociology and psychology of science, the economics of research and development and technological change, science and public policy, technology assessment, technology and the environment, scientometrics, and ethical-value issues.

To complete the requirements of the program, students must complete six courses. The introductory course and senior seminar are required and three elective courses are chosen from the list of designated electives. Students may choose to concentrate their electives in a single area such as technology, American studies, philosophy, history of science, economics, environment, sociological psychology, or philosophy. The sixth course necessary to complete the program is one semester of laboratory or field science in addition to the College's three-course science requirement. Other science courses of particular interest include Chemistry 110 and Biology 134.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

Elective Courses
ASTR 336/HSCI 336 Science, Pseudoscience, and the Two Cultures
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
CHEM 113 Chemistry and Crime: From Sherlock Holmes to Modern Forensic Science
ENVI 101F Nature and Society: an Introduction to Environmental Studies
ENVI 307/PSCI 317 Environmental Law
ENVI 402/MAST 402 Senior Seminar: Perspectives on Environmental Studies
HIST 374 American Medical History
PHIL 209 Philosophy of Science
PHIL 213(F) Biomedical Ethics
PHIL 244(T) Environmental Ethics
SOC 368 Technology and Modern Society

Courses of Related Interest
AMST 216(S) Environmental Humanities: Theory and Practice
ANSO 205 Ways of Knowing
ANTH 271(F) Medicine, Technology, and Power
ARTH 257 Architecture 1700-1900
ASTR 340 Great Astronomers and Their Publications
BHE 218T DNA, Life, and Everything
CHEM 115 AIDS: The Disease and Search for a Cure
CSCI: 102(F) The Socio-Techno Web
ECON 230 The Economics of Health and Health Care
ENGL 289(S) Writing about Science and Nature
ENGL 378(F) Nature Writing
ENVI 208 Science and Politics in Environmental Decision Making
ENVI 210 Governing Nature
ENVI 302 Environmental Planning Workshop
GEOS 103/ENVI 103 Global Warming and Natural Disasters
GEOS 215 Climate Change
GEOS 226 The Oceans and Climate
HIST 465/LEAD 465 Going Nuclear: American Culture in the Atomic Age
HIST 475/LEAD 475 Modern Warfare and Military Leadership
NSCI 317T Nature v. Nurture: Topics in Developmental Psychology
PHYS 108 Energy Science and Technology
REL 281 Religion and Science
SOC 303(F) Cultures of Climate Change
SOC 300 Measuring Truth
WGSS 238 Science, Gender, and Power

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

STUDY AWAY
You can find general study away guidelines for Science and Technology Studies here.

SCST 101(S) Science, Technology, and Human Values
Crosslistings: SCST 101/HSCI 101/SOC 201

This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS trace the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and contemporary works in the field. Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the
influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

Class Format: seminar
Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams
Prerequisites: none
Enrollment Preferences: first-years and sophomores
Enrollment Limit: 20-25
Expected Class Size: 20
Distributional Requirements: Division 2

Spring 2017
SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Grant Shoffstall

SCST 263 Cold War Technocultures
Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263
With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical treads connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of human bodies, such that biology is increasingly less representative of legibility; the management of human life to the transformation of "life itself" by way of modern medicine as a form of social control; critiques of the Medicalization: those processes by which previously ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of biomedicalization; the "human" and the "human body" as the "remedies" of human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "human body" than it is of possibility. The course will wind down with a survey of emerging cases in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture
Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: preference will be given to Anthropology and Sociology students
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2

Not Offered Academic Year 2017
SEM Instructor: Grant Shoffstall

SCST 371(S) Medicine, Technology, and Modern Power
Crosslistings: SOC 371/HSCI 371/SCST 371
Medicalization: those processes by which previously non-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of biomedicalization; the "human" and the "human body" as the "remedies" of human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "human body" than it is of possibility. The course will wind down with a survey of emerging cases in speculative technoscience and the ethics and politics of human enhancement.

Class Format: seminar
Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: preference will be given to Anthropology and Sociology students
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2

PHLH Bioethics + Interpretations of Health

Spring 2017
LEC Section: 01 MW 08:30 AM 09:45 AM Instructor: Grant Shoffstall

SCST 401(F) Senior Seminar: Critical Perspectives on Science and Technology
A research-oriented course designed to give students direct experience in evaluating and assessing scientific and technological issues. Students initially study particular techniques and methodologies by employing a case study approach. They then apply these methods to a major research project. Students may choose topics from fields such as biotechnology, computers, biomedical engineering, energy, and other resource development. Students will apply their background of historical, philosophical, and technological perspectives in carrying out their study.

Class Format: studio
Requirements/Evaluation: research paper or project
Enrollment Limit: 5
Distributional Requirements: Division 2

Other Attributes: ENVP SC-B Group Electives
THEATRE (DIV I)
Chair: Associate Professor AMY HOLZAPFEL

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 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 toward those interested in studying the theatre as an artistic phenomenon and as an interpretive tool. Because a deep understanding of the theatre 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 operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the 62 Center for Theatre and Dance. 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 advisors in devising the sequence of courses and production participation that will constitute their major.

MAJOR
The Major in Theatre consists of nine courses:

Six required courses:
- Theatre 101(F) Introduction to Theatre
- Theatre 103(S) Acting I OR Theatre 204 Acting II
- Theatre 201 Worldbuilding: Staging and Design For The Theater
- Theatre 244 Introduction to Theatre Technology
- Theatre 248 The Modern Theatre: Plays and Performance or Theatre 229 Modern Drama
- Theatre 406 Senior Seminar

Three elective courses must be taken from the department’s other offerings. Some of these electives must be at the 300-level or higher. Substitutions of other Williams' courses, or of Study Abroad courses, will be made only with the consent of the department chair. Students should consult with the department chair regularly in planning a balance of practice and scholarship in their elective choices.

All majors in Theatre are required to participate in a minimum of four production departments in addition to the laboratory requirement for Theatre 244. Participation in at least two of the four must be in technical production and one of those two must be in stage management.

THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The project description is a written essay of approximately 750-1000 words that describes in detail the nature, goals, methodology and approximate budget, if applicable, of the proposed course of study to be undertaken in the pursuit of Honors. When developing their project proposals, candidates are encouraged to familiarize themselves with successful past Honors projects from materials provided by the Department. The portfolio will be comprised of four parts:

- The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include courses taken in other Departments. Students should also list and describe relevant independent studies and production credits.
- The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director’s notebooks, studio art projects, actor’s journals or other forms of documentation of the candidate’s work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.
- The third part of the portfolio is an annotated bibliography of approximately twelve dramatic or critical texts the student has read, and that he or she feels have had particular relevance in his or her Theatre education to date. Annotations should be based upon a particular text or portions of text that reflect the area or areas that the student has chosen to emphasize in his or her theatrical training. For instance, one might choose to write from the point of view of an actor, a director, a dramaturg. Generally, annotations should be one or two paragraphs long.
- The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student’s record and his or her project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair or designated Honors Coordinator by the end of the fall semester of their junior year. Once the student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

STUDY ABROAD

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad for one semester of their junior year. For those wishing to study abroad for more than one semester of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad. You can find general study away guidelines for Theatre here.

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.

THEA 101(F) Introduction to Theatre

Class Format: lecture
Requirements/Evaluation: three short papers; in-class writing; mid-term Company studio presentation; final Company performance and portfolio
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 30
Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Robert Baker-White
LAB Section: 02 R 02:35 PM 03:50 PM Instructor: Robert Baker-White

THEA 103(F) Acting I

This course deals with the development of intellectual and emotional resources required for the actor and will explore an acting technique based on the work of Russian actor and director Constantin Stanislavsky. Students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination.

Class Format: studio
Requirements/Evaluation: evaluation will be based on committed participation in class, preparation and performance of assigned material, and some modest written assignments
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 14
Expected Class Size: 14
Dept. Notes: course is a prerequisite for THEA 204
Distributional Requirements: Division 1
THEA 104 Critical Approaches to Theatre and Performance (D)
Class Crosslistings: THEA 104/COMP 104
This introductory critical survey course will explore a variety of theatre and performance traditions from around the globe, from antiquity to the present day. Through close analysis of selected texts and performance practices in a seminar format, the course will consider what role theatre plays in the exploration and growth of culture, politics, and aesthetics. Topics may include: Ancient Greek theatre, Classical Indian performance, Renaissance English theatre, Japanese Noh and Kabuki, popular American traditions, modern European theatre, and postmodern performance. Films and other media will be utilized when relevant. Regular in-class visits to the William J. Wirtz College Museum of Art will occur, as well. This course meets the criteria of the Exploring Diversity Initiative as it engages in a cross-cultural investigation of performance and explores how theatre is deeply embedded in power relations.
Class Format: seminar
Requirements/Evaluation: 5 structured writing & creative assignments based on thematic elements of the course, as well as a final "Company" performance; in-class participation, writing, & discussion
Extra Info: participation in all LABS; all students enrolled in the course are also required to attend the departmental theatre productions
Prerequisites: none
Enrollment Preferences: Theatre majors and Comparative Literature majors
Expected Class Size: 18
Enrollment Limit: 18
STU Section: 02   M 07:00 PM 09:40 PM   Instructor: Omar Sangare

THEA 201(F) Worldbuilding: Staging and Design For The Theater
Class Crosslistings: THEA 201/ARTS 201
This course examines the designer's and director's creative processes as they work together to imagine the fictional worlds of theatrical productions. Over a series of practical projects in staging, mise-en-scene, and various design disciplines, we will develop techniques for eliciting an initial creative response to a text, developing that response into a point-of-view, and solving the practical needs of the production. Particular emphasis is placed on how design elements synthesize with one another and the work of the actors and director, to form the larger intellectual, emotional, and physical context of the work as a whole. Students will adopt various creative routes throughout a series of assigned projects, giving a broad exposure to the work of designers and directors. Basic presentation skills and technique, as well as methodologies for critical feedback, will be taught as crucial elements of staging and design development.
Class Format: studio
Requirements/Evaluation: evaluation will be based upon committed class participation and thoughtful, timely completion of all assignments and projects
Prerequisites: none
Enrollment Preferences: Theatre majors
Enrollment Limit: 14
Expected Class Size: 12
STU Section: 01   MR 01:10 PM 03:50 PM   Instructor: Kameron Steele

THEA 205(S) The Actor's Instrument
Class Crosslistings: THEA 205
This course will focus on developing two specific areas integral to the actor's craft: process and aesthetic. Different approaches towards the development of an actor's process will be examined: such as self-care, warming-up, character development, rehearsal etiquette and performance ritual. Scene study in a range of styles and genres, from classical to contemporary, Becket to Deavere Smith, "outside in" to "inside out" will be utilized to develop and identify each actor's unique aesthetic. In addition to committed participation in class, students will be expected to complete some modest reading and writing assignments.
Class Format: studio
Requirements/Evaluation: in addition to committed, focused and positive class participation and scene study work, students will be expected to complete some modest reading and writing assignments
Extra Info: may not be taken on a pass/fail basis
Prerequisites: THEA 101 or THEA 103 or, for students with significant prior theatrical experience, permission of instructor
Enrollment Preferences: students intending to major in Theatre
Enrollment Limit: 14
Expected Class Size: 10
STU Section: 01   MR 01:10 PM 03:50 PM   Instructor: Robert Baker-White

THEA 209 Public Speaking: Traditions and Practice
Class Crosslistings: AFR 202/THEA 209
Effective oral communication skills are necessary for any student, regardless of major or area of concentration. This course is designed to give students an introduction to the fundamental of oral communication. We will discuss the critical role of both speakers and listeners within the transactional process of communication. Together we will explore African American oratorical traditions through viewing, listening to, and reading speeches from notable figures such as Frederick Douglass, Fannie Lou Hamer, Barak Obama, and many others. With an emphasis placed on Aristotelian and African American rhetorical methods of persuasion, evidence-based research, and organization, students will gain a better understanding of what it means to be an ethical and responsible communicator. Students will give three formal speech presentations with a focus on informative and persuasive elements. Through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate in the public setting.
Class Format: studio
Requirements/Evaluation: students will give three formal speech presentations with a focus on informative and persuasive elements; through discussions, lectures, activities, readings, and speech presentations, students will develop meaningful skills to effectively communicate
Prerequisites: none
Enrollment Preferences: first-year and sophomore students
Enrollment Limit: 19
Expected Class Size: 19
Distribution Notes: meets Division 2 requirement if registration is under AFR; meets Division 1 requirement if registration is under THEA
THEA 212(F) From Stage to Page: Writing about Dance (W)

Crosslistings: DANC 212/THEA 212

We commonly understand the word "chorography" to mean the creation of dance movement. The Greek roots of choreography, however, are choreia (the synthesis of dance, music and singing) and graphēin (to write). For centuries, people have attempted to pin dance down on the page, translating an ephemeral, embodied performance art into written form. In this writing-intensive tutorial, students will investigate four major modes of dance writing: dance notation or scoring, dance criticism, dance ethnography, and dance history, with a shorter unit on a new avant-garde form, "performative writing." Students will study important examples of each form, such as Rudolf Laban's famed system of dance notation and Katherine Dunham's ethnographic account of dance in Jamaica, Journey to Accompong. Students will then delve into each mode of dance writing. For example, they will work with Mellon Artist-in-Residence Emily Johnson as "scribes" for her creative process, attend live dance concerts at the 82 Center and Mass MoCA as the basis for writing pieces of dance criticism, conduct participant-observation research in the performance season by attending social dance events to write about and ethnographies of their experiences, and work with librarians to learn about resources at Sawyer for researching dance history.

Class Format: tutorial

Requirements/Evaluation: short analytical papers every other week, preparedness for being a respondent and discussant

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: first and second year students

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 1

Writing Intensive

Fall 2016

TUT Section: T1 Canceled

THEA 214(S) Playwriting (W)

Crosslistings: THEA 214/ENGL 214

A studio course designed for those interested in writing and creating works for the theatre. The course will include a study of playwriting in various styles and genres, a series of set exercises involving structure and the use of dialogue, as well as individual projects. We will read and write, beginning with small exercises and working toward a longer final project. Students will be expected to share in and respond to each other's work on a weekly basis, and to present their own work regularly. At the end of the term, we will share our collaborative work with the community as part of an open studio experience.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on attendance, completion of all class assignments, and class participation

Prerequisites: none

Enrollment Preferences: Theatre and English majors

Enrollment Limit: 14

Expected Class Size: 14

Distributional Requirements: Division 1

Writing Intensive

Other Attributes: FMST Related Courses

Spring 2017

SEM Section: 01 MW 11:00 AM 12:15 PM Instructor: Basil Kreimendahl

THEA 223(S) Modern Drama

Crosslistings: THEA 223/ENGL 202/COMP 202

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will include: Ibsen, Hedda Gabler; Wilde, The Importance of Being Earnest; Chekhov, Uncle Vanya; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Beckett, Waiting for Godot; Miller, Death of a Salesman; Hansberry, A Raisin in the Sun; Pinter, Betrayal; Churchill, Cloud Nine; and Stoppard, Arcadia.

Class Format: lecture

Requirements/Evaluation: two 5-page papers, regular journal entries or postings, and active participation in class discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: English and Theatre majors and students who have taken an English or Theatre course

Enrollment Limit: 19

Expected Class Size: 19

Dept. Notes: satisfies the THEA 248 requirement for Theatre major

Distributional Requirements: Division 1

Other Attributes: ENGL Literary Histories C

Spring 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: James Pethica

THEA 236 Political Theatre Making

Placing twentieth-century theatricality in the context of its historical roots in Western theatre, this course will examine a broad range of types of protest movements. From the biting observations of the British class playwrights such as Oscar Wilde, Noel Coward, and John Osborne, to mid-century American political writers such as Clifford Odet and Edward Albee, and Italy's Dario Fo, to the relentless satire of contemporary South African performers such as Pieter Dirk-Uys, we will investigate dramatic writing and performance style as aspects of social and political resistance. Other groups studied may include the protest theatre of Johannesburg's Market Theatre,
Luis Valdez’s Teatro Campesino, and a younger generation of post-apartheid experimentation in multi-ethnic South African theatre.

Prerequisites: none, though first-year students must get permission of instructor

Enrollment Limit: 15

Distributional Requirements:
Division 1

Other Attributes: PERF Interdepartmental Electives

Not Offered Academic Year 2017 SEM

THEA 241(S) Performing Masculinity in Global Popular Culture (D)

Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy shape the icons and ideologies of masculinity? How is masculinity marketed abroad and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay

Prerequisites: none

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes: EXPE Experiential Education Courses

FMST Related Courses

LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2017

THEA 242 Body of Knowledge

Crosslistings: DANC 242/THEA 242

This is a movement course designed for creative thinkers, such as dancers, actors, musicians, and visual artists. The body is the sole mediator of human experience and the site where all creative work resides, so we must integrate movement as a source and resource in our work. We will engage the body as an expressive tool in support of artistic craft and technique and build confidence in our ability to translate creative impulses through physical action. We will focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, stamina, and relaxation techniques in order to integrate our creative output. We will also examine how movement informs creative work across disciplines through readings, films, and museum visits.

Class Format: studio and seminar

Requirements/Evaluation: students will be assessed individually based on active class participation, journals, and final project

Prerequisites: experience in dance, acting, music, or the visual arts, or by permission of the instructor

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements:
Division 1

Not Offered Academic Year 2017

THEA 243 Opera Since Einstein (W)

Crosslistings: MUS 244/THEA 243

After 400 years, we might assume we know what "opera" is. However, in recent decades the genre has moved far beyond our preconceptions. This course asks us to examine opera of the last forty years with fresh eyes and ears, expanding our understanding of the term to include the interdisciplinary, multimedia, cross-cultural work that has been created by composers, directors (Peter Greenaway, Peter Sellars, Robert Wilson), filmmakers, choreographers, and visual artists in that period. Using the 1976 premiere of Philip Glass's seminal Einstein on the Beach as a starting point, we will examine such diverse works as Adams's Nixon in China and The Death of Klinghoffer, Glass’s Satyagraha, Tan Dun’s Marco Polo, Neuwirth's Lost Highway, Unsuk Chin's Alice in Wonderland, Andriessen’s Writing to Vermeer, Ades's Powder Her Face, Muhly's Two Boys, Monk's Atlas, and Ashley’s television opera, Perfect Lives. We will also seize the opportunity to study Greenstein’s new opera project, concurrently under development for production during the semester.

Class Format: discussion/lecture

Requirements/Evaluation: evaluation based on several short papers and a final exam. All students will take the final: "scholar" students will have rigorous expectations in the writing of papers; "actor" students will have intermediate expectations; "dramaturg" students will have general performance expectations

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS

Distributional Requirements:
Division 1

Not Offered Academic Year 2017

THEA 247T(S) Music for Theater Production
Crosslistings: MUS 247/THEA 247

Crosslistings: THEA 248/COMP 249/ENGL 234

Crosslistings: THEA 250/ENGL 253/WGSS 250/COMP 247

Crosslistings: THEA 250(T) Gender, Sexuality and Modern Performance (D) (W)

Crosslistings: THEA 260(F) Shakespeare on Page, Stage and Screen: Text to Performance (Y)
where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machievelli's The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Edward Albee, Suzan-Lori Parks, Sarah Ruhl, Sam Shepard, Eugene O'Neill, Arthur Miller, David Mamet, Amy Herzog, and others. Students will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites.

Class Format: tutorial
Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutor; test; final project.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: Theatre majors, English majors
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under AMST
Distributional Requirements:
Division 1
Writing Intensive
Other Attributes: AMST Arts in Context Electives
Not Offered Academic Year 2017
TUT  Instructor: Robert Baker-White

THEA 280 Art of the Commons: Social Practice, Participatory Art and Performing Publics (D)
Crosslistings: THEA 280/ARTH 280
What responsibility does art have to its public? How is art a "social practice"? What is the model of the "cultural commons" and how might it be reshaping the way we make art today? This combined seminar and studio course will begin by exploring the concept of the "commons" as a cultural resource belonging to all members of a community. Drawing from recent scholarship, theory and debates across disparate fields (law, economics, history, theatre and performance studies, and art) we will first define the "cultural commons" of Williams College and Williamstown. We will then design and implement a series of art and performance projects involving participation, collective labor and ownership, community building, utopianism, active spectatorship, and public space. Students will also conduct and present to the class independent research on contemporary artists (Theaster Gates, Mieke Lademann Ukeles, Santiago Sierra, Francis Alÿs, Tino Sehgal, Paul Chan), collectives (The TEAM, The Civitians, GoGo Girls, Sojourn Theatre, The Neofuturists, Ghana Think Tank), and community-based initiatives in our local art institutions (WCMA, Mass MoCA, The Clark). Readings on participatory art, happenings, relational aesthetics, social works, and utopias may be drawn from such authors as: Allan Kaprow, Theodor Adorno, Augusto Boal, Nato Thompson, Jacques Rancière, Peggy Phelan, Shannon Jackson, Claire Bishop, Grant Kester, Nicholas Ridout, Jill Dolan, José É. Muñoz, Guillermo Gomez-Peña and Rebecca Schneider. This course fulfills the Exploring Diversity Initiative by engaging directly with questions of how diversities of gender, race, class, and sexuality may be embraced rather than negated by communal forms of art making.

Class Format: seminar
Requirements/Evaluation: weekly writing; two "workshop" showings; public art or performance project; one 15-minute oral presentation; one 10- to 12-page paper; active participation
Prerequisites: none
Enrollment Preferences: Art Majors, Theatre Majors
Enrollment Limit: 14
Expected Class Size: 10
Dept. Notes: this is both a studio and seminar course, with both a workshop/lab and discussion
Distributional Requirements:
Division 1
Exploring Diversity
Not Offered Academic Year 2017

THEA 284 Writing for Film, Video, and Performance (W)
Crosslistings: ARTS 284/THEA 284
This is a writing workshop for the time-based arts. We will study the use of language in a variety of kinds of film, video, and performance-based artworks. We will study examples in avant-garde film, video art, performance art, essay films, and explore the use of language and syntax of these forms in relation to, and in contrast with, popular cultural forms. The second half of the course will focus primarily on narrative screenplay. The main goal of this course is to identify and generate a thematic, tonal, and narrative sensibility that is specific to each student. Students will create monologues, voiceovers, screenplays and avant-garde forms, and will also write several response papers about the use of language in film, video, and performance.

Class Format: studio
Requirements/Evaluation: grades will be based on in-class writing, weekly assignments, participation in workshop discussion and critiques, and video-sketches that visually demonstrate ideas generated through writing

THEA 302T Scenic Design and Experimental Performance
Crosslistings: THEA 302/ARTS 221
In contemporary experimental theater designers are essential parts of the ensemble, contributing equally to devised work alongside directors, writers, performers and dramaturgs. Design is not viewed as a response to the script, but rather an initial condition: a world whose creation describes the limits of the play while also providing the necessary components for that play to exist. In this way the act of designing and the act of devising can be seen as inextricably entwined—even interchangeable.

The course involves a series of both historical and theoretical research and methodologies utilized to create stage environments in traditional and experimental modes. Grounded in textual analysis and research, and emphasizing process, critique, and revision, we will create theoretical stage designs in response to a variety of performance texts. These may include plays, musicals, opera, physical- and dance-theater, and other work that is deeply grounded in the physicality of performer, spectator and performance environment. Emphasis will be on sketching and model-making as the primary means for developing and communicating design ideas. Drafting and digital tools will also be factors in course work, which will include training and mentorship in all materials and craft.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based upon committed class participation in discussion and critique, as well as thoughtful, timely completion of all assignments and projects
Extra Info: may not be taken on a pass/fail basis
Prerequisites: THEA 201 or permission of instructor
Enrollment Preferences: Theatre and Art majors
Enrollment Limit: 10
Expected Class Size: 6
Dept. Notes: this course does not count toward the Art major
Materials/Lab Fee: lab fee of $125 to be added to the student's term bill
Distributional Requirements: Division 1
Not Offered Academic Year 2017
TUT  Instructor: David Gurcay-Morris

THEA 303 Stage Lighting
A study of the art and techniques of stage lighting. This class will provide instruction in the basic physics of light and color; the use of angle, intensity, color, texture and movement of light as compositional tools; various kinds of stage lighting instruments and their uses; conceptual development of a lighting design; translation of concept into light plot and channel hookup; focusing the plot in the theater; and writing cues. The course will use texts and scores of plays, musicals, opera and dance to discover and evaluate the lighting design process. There will be primary source and supplemental technical readings for each class meeting. The class format will be a combination of lectures, discussions and practical labs.

Class Format: lecture/lab
Requirements/Evaluation: evaluation will be based on class participation, successful completion of weekly projects, thorough technical understanding of a basic stage lighting system, and performance on a final project
Prerequisites: THEA 201 or permission of instructor
Enrollment Limit: 14
Expected Class Size: 8
Distributional Requirements: Division 1
Not Offered Academic Year 2017
LEC  Instructor: Natalie Robin

THEA 305 Costume Design
Crosslistings: THEA 305/ARTS 200
This course is both an introductory and an intensive study of the art of costume design. The course focuses on the designer's process: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills and presentation of designs.

Class Format: studio
Requirements/Evaluation: evaluation will be based on multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and the design portfolio
Extra Info: students are required to attend two to three theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work
Prerequisites: successful completion of any 200-level course in any of the fine or performing arts or permission of instructor
Enrollment Preferences: Theater and Art Studio, sophomores and juniors
THEA 306(S) Acting III: An Actor in Action
This course for advanced students of acting will focus on particular aspects of performance as determined by the instructor in each semester, in which the course is taught. Topics may include acting in verse drama, movement for the actor, voice, performing Shakespeare, aspects of physical theatre, non-realistic acting, etc. The course will be taught by members of the Theatre faculty and/or Guest Artists, and may be repeated by students as instructors and topics change. Texts and reading assignments will vary depending on each semester's focus.
This semester, Theatre 306 will provide students with the opportunity to work in a full-scale departmental stage production. The play will be announced in the preceding semester, and students will be encouraged to sign up for this course during preregistration periods. Preregistered students will be invited to audition, and will be enrolled if appointed for specific roles. During the semester, students will explore the production through analysis, supplemental research, discussions, and exercises. The process will include working on individual character and interacting with other actors in scenes, and the final performances will be open to the public at the end of the semester.
Class Format: studio
Requirements/Evaluation: evaluation will be based on committed participation in the production process and quality of final performance on stage
Prerequisites: permission of instructor
Enrollment Limit: 13
Expected Class Size: 13
Distributional Requirements: Division 1

STU Section: 01   MW 07:00 PM 09:40 PM   W 01:10 PM 03:50 PM Instructor: Omar Sangare

THEA 307 Stage Direction
An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, and strategies of working with actors and other collaborators will be studied in detail. Most assignments will involve hands-on directing projects presented in class for collective critique.
Class Format: studio
Requirements/Evaluation: evaluation will be based principally on committed participation in the preparation and performance of production exercises; there will be some written assignments, including the assembly of directing production books and critiques of several productions
Prerequisites: THEA 103 and THEA 201 or permission of instructor
Enrollment Preferences: those who have also taken THEA 204
Enrollment Limit: 12
Expected Class Size: 8
Distributional Requirements: Division 1

Not Offered Academic Year 2017
STU Instructor: David Eppel

THEA 308 Directing
This course is geared towards those who aspire to carry out a directorial vision for an audience. We will explore the defining creative concept, selecting dramatic material, analyzing text, working on dramatic structure, and making artistic choices in aspects of production design and acting. The class will conclude with a final project in which students will create a brief stage performance, a piece of performance art, or a short stage play designed for a video recording.
Class Format: studio
Requirements/Evaluation: evaluation will be based on committed participation in research and class discussions, general progress in the creative process, and quality/effectiveness of the final project
Prerequisites: at least one class taken in the theatre department, or permission of instructor
Enrollment Preferences: those who have also taken any other class in the Theatre department
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 1
Other Attributes: FMST Related Courses

Not Offered Academic Year 2017
STU Instructor: Omar Sangare

THEA 309(S) The Ancient Greeks: Page To Stage
Drama from Ancient Greece-written around the 5th century BCE by Euripides, Sophocles, Aeschylus, Aristophanes, and others-has enthralled and captivated audiences throughout the ages. In our times too, theatre makers around the world continue to return to Ancient Greek drama to reflect the state of our world, the chasm between rich and poor, warfare, migration, refugee crises, the terror of tyranny, clashes between religions, and the walls erected to separate people. In this stage directing course, we will explore the process of taking an ancient play and placing it within a framework, whether on a stage or another site, so that an audience may recognize something about its world. How and why does a director re-imagine the play for contemporary audiences? How does a work like Euripides' Medea transform from a formalized event with mandatory presentations in the Theatre of Epidaurus in 490 BCE to a contemporary production in which Medea, wearing a 1950's housedress, her dreadful deed, stands exhibited in a plastic kiddie pool covered in the blood of her children, yelling at their father, who has run off with a younger woman? How does a director create a new world of Medea, in which the horror of infanticide remains? Reading several ancient plays, students will each be assigned one, and over the course of the semester, imagine a performance with all of its production elements: setting, acting styles, rehearsal methods, historical period, to name a few. We will watch films of the work of contemporary directors and read accounts of modern versions of those productions. Finally, the choices that a director makes are very personal. Presentations will reflect each student's personal journey to bring that play to life. Finally, this course asks of students: what is your personal response to this play?
Class Format: studio
Requirements/Evaluation: class participation, completion of weekly assignments, final written presentation of a play, and a fully mounted moment or scene
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: THEA 101, THEA 201, or permission of the instructor
Enrollment Preferences: Theatre Majors
Enrollment Limit: 14
Expected Class Size: 14
Distributional Requirements: Division 1

Spring 2017
SEM Section: 01   TR 11:20 AM 12:35 PM Instructor: David Eppel

THEA 310(S) Tragic Stages
Crosslistings: ENGL 308/THEA 310
The earliest surviving tragedies were composed for Athens' theater of Dionysus. Performed as part of a religious festival, they played on an outdoor stage that seated 12,000 spectators. When tragedy was revived 2000 years later, it addressed itself to a new audience. The gods were dispatched. Chorus and masks dropped away in favor of sword fights and pig's blood. In this course we will consider both tragedy's invention and its reinvention. What happens when human suffering, once staged for ritual purposes, becomes a subject of mass entertainment? Works will include plays by Sophocles, Euripides, Seneca, Marlowe, Shakespeare, and Racine.
Class Format: seminar
Requirements/Evaluation: papers and short exercises
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course of a score of 5 on the AP English Literature Exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories A

Spring 2017
SEM Section: 01   MR 01:10 PM 02:25 PM Instructor: John Kleiner

THEA 317 Black Migrations: African American Performance at Home and Abroad
Crosslistings: AFR 317/COMP 319/DANC 317/ENGL 317/THEA 317/A
In this course, students will investigate, critique and define the concepts of migration, diaspora and diaspora within primary attention to the experiences of African Americans in the United States and Europe. Drawing on a broad definition of performance, students will explore everything from writing and painting to sports and dance to inquire how performance reflects, critiques and negotiates migration experiences in the African Diaspora. For example, how did musician Sidney Bechet's migration from New Orleans to Chicago to London influence the early jazz era? How did Katherine Dunham's dance performances in Germany help shape her prize-winning black dance aesthetic? Why did writer/dramatist Baishev go all the way on Switzerland to write his first novel on black, religious culture in Harlem? What drove actor/singer Paul Robeson to Russia, and why did the U.S. revoke his passport in response to his speeches abroad? These questions will lead students to investigate multiple migrations in the African diasporic experience and aid our exploration of the reasons for migration throughout history and geography. In addition to critical discussions and written analysis, students will explore these topics through their own individual and group performances in class. No prior performance experience is necessary.
Class Format: seminar/discussion
Requirements/Evaluation: evaluation will be based upon class participation, in-class student performances, several 2-page performance response papers, one 10- to 12-page research paper, a final performance with a 3-page report
Extra Info: may not be taken on a pass/fail basis
THEA 322 Race, Gender, and Performance from Literature to Social Media (D)
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Park’s The Prince of Broadway; Dot Tabor’s The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970’s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.
Class Format: seminar
Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under SOC, meets Division 2 requirement if registration is under AMST, LAT or WGSS
Distribution Requirements: Division 2
Other Attributes: AMST Core Electives
Materials/Lab Fee: none
Not Offered Academic Year 2017
SEM Instructor: Vivian Huang

THEA 323 New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City
Crosslistings: THEA 330/COMP 330/AMST 331
This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as Harper’s Weekly (Lafradico Hearn), The Awakening (Kate Chopin), A Streetcar Named Desire (Tennessee Williams), The Moviegoer (Walker Percy), Why New Orleans Matters (Tom Piazza), A Confederacy of Dunces (John Kennedy O’Toole), New Orleans Sketches (William Faulkner), One Dead in the Attic (Chris Rose).
Film examples such as A Streetcar Named Desire, An Interview with a Vampire, The Curious Case of Benjamin Briton, When the Lovese Broke, Treme, Waiting for Godot (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.
Class Format: seminar
Requirements/Evaluation: will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 12
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under SOC, meets Division 2 requirement if registration is under AMST
Distribution Requirements: Division 1
Other Attributes: AMST Arts in Context Electives
AMST Space and Place Electives
Materials/Lab Fee: none
Not Offered Academic Year 2017
SEM Instructor: Vivian Huang

THEA 325 A Room that Pretends to be Another Room: Scenography in Theory and Practice
How have designers and directors thought about theatrical space? How successfully have their theories aligned with their practice? How are the ideas of the great European and American scenographers being re-imagined, reused, or abused on today’s stages? In this tutorial we will take a hybrid approach to the study of scenography, blending theoretical, historical, and critical readings about stage design with a studio component that focuses on formulating an artistic response to those ideas. Our study of scenography will span a hundred years from Robert Edmund Jones to Nature Theater of Oklahoma, examining the ideas of Josef Svoboda, Bertolt Brecht and Caspar Neher, Mielziner, Lee, and Conklin; Wilson, Foreman, and The Wooster Group; and Contemporary New York experimental theater. Assignments will alternate between writing short papers and creating preliminary scenic designs; both done in response to the designers or periods being examined in the readings. Introductory drawing and/or some scale model-making experience would be useful, but is not absolutely required.
Class Format: tutorial
Requirements/Evaluation: evaluation will be based on critical analysis & discussion of readings, and active participation in critiques of creative work; assignments will consist of response papers alternating with design projects
Extra Info: that include visual research, sketches and/or scale models; there will be a final public presentation or display of all students’ work at the end of the semester
Prerequisites: one of the following: THEA 101, THEA 201 (ARTS 201), THEA 248, ARTS 100; or permission of instructor
Enrollment Notes: majors: Theatre majors
Enrollment Limit: 10
Expected Class Size: 6
Materials/Lab Fee: fee of up to $100 for materials and copying to be added to student term bill
Distribution Requirements: Division 1
Not Offered Academic Year 2017
TUT Instructor: David Gurcay-Morris

THEA 328 American Social Dramas (W)
Crosslistings: SOC 328/AMST 328/COMP 325/THEA 328
As Shakespeare wrote memorably in As You Like It, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellspring for genuine civic participation? What role do political comedy, satire, and media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of his or her choosing.
Class Format: seminar
Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation
Prerequisites: none
Enrollment Preferences: Anthropology and Sociology majors
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under SOC or AMST; meets Division 1 requirement if registration is under COMP or THEA
Distribution Requirements: Division 2
Writing Intensive
Fall 2016
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Christina Simko
such as newspaper accounts, films, photography, personal memoirs and essays on the subject.

**Class Format: studio**

**Requirements/Evaluation:** students will be evaluated on regular active class participation, oral presentations, and completion of selected readings. Participation, one oral presentation including a 5-page essay, and one 15-page research paper will be required.

**Prerequisites:** none

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

**Enrollment Limit:** 20

**Expected Class Size:** 18

**Distributional Requirements:** Division 1

**Exploring Diversity**

**Fall 2016**

**STU Section:** 01  M 01:10 PM 03:50 PM  Instructor: Deborah Brothers

THEA 340(F) Twentieth and Twenty-First Century Struggle Theatre

This course explores the impact of theatre on communities in general and on societies existing under specific circumstantial contexts. The seminar investigates the power of theatre to influence, enlighten, and transform audiences within commonly lived sociopolitical systems. Over the course of the 20th and 21st centuries, theatre has provided a space where—within that frame and within the context of the theatre—people have lived and struggled. The opposition can, somehow, be voiced. The theatre is a place of parable and of storytelling, a place where comedy, satire, and tragedy find within their audiences both recognition and identification. Put this way, theatre can be and has been a powerful and dangerous tool. The course will consider "Struggle Theatre" across a range of contexts, including: anti-apartheid South African protest theatre from the 1950s to 1980s; theatre movements in Eastern Europe during the Cold War; United States Depression-era and and Viet Nam protest theatre; theatre in Brazil, Chile, Argentina and other South American countries during their periods of military dictatorships. We will look at current theatre movements in the USA as well as in the Middle East & North African Region, (MENA) and Europe. Readings will include theorists from literary studies, anthropology, cultural studies, and related fields, as well as primary texts from drama and other arts.

**Class Format:** seminar

**Requirements/Evaluation:** committed participation in class, on-time completion of assignments, one major staged event during the semester, where possible; a final, fully imagined project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** THEA 101 or a 200-level Theatre course or permission of instructor

**Enrollment Preferences:** Theatre majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

**Fall 2016**

**STU Section:** 01  TR 11:20 AM 12:35 PM  Instructor: David Eppel

THEA 342 Solo Performance

This is an acting course in which students will study the art and skill of monologue. We will look at the concepts of soliloquy and monologue and "one-person performance", both from the points of view of content, and context—that is the relationship between the performer and the work, and between the performer, audience, and the audience. The course will culminate in a performance during the Theatre Department's annual Dialogue One Festival.

**Requirements/Evaluation:** students will identify an historical figure on which to base their final monologues, and the work will entail intensive study of that performer

**Prerequisites:** THEA 103 or permission of instructor

**Enrollment Preferences:** Theatre majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

**STU Instructor:** David Eppel

**Not Offered Academic Year 2017**

THEA 345(S) Contemporary Theatre and Performance

**Crosslistings:** THEA 345/ENGL 349/COMP 355/AMST 345

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in theatre and performance today? What are the hot topics? Who are the writers, performers, and directors of our recent past and present moment? This seminar course will consider both experimental and mainstream drama and performance mainly in the U.S. from the past twenty years, focusing on topics such as: postmodern performance, theatre of images, auteurs-directors, new realism, identity theatre, eco-theatre, performance art, postdramatic theatre, devised performance, virtuosic theatre, immersive theatre, social practice, neo-collectivism, and more. As part of the seminar, students will conduct individual research on selected topics and present their findings through oral reports. We will take a tour of the world to see a show and speak with contemporary theatre makers. Artists and groups considered may include: The Wooster Group, Richard Foreman, Robert Wilson, Meredith Monk, Edward Albee, Maria Irene Fornes, Sam Shepard, Caryn Churchill, Tony Kushner, Suzan-Lori Parks, Sarah Kane, Will Eno, Richard Maxwell, Young Jean Lee, Annie Baker, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Elevator Repair Service, Nature

**Fall 2016**

**STU Section:** 01  TR 02:35 PM 03:50 PM  Instructor: Omar Sangare

THEA 346 To Be Or Not To Be: Theatrical Decision-Making

This advanced acting course will examine a wide range of motivations, decisions, mistakes, and consequences that dramatic characters encounter. Through discussions and analysis of selected plays, students will find key moments that define tragedy, and world the ways in which characters change their behavior to resolve conflict. How do characters respond to problems? Could they make better choices? What can we change about our own decision-making? How do we protect ourselves from mistakes? Further, in a student-devised theatre project, the course will be included, a final project, a rehearsal room and a final performance. The results of our exploration will be presented in a final performance. This theatrical experience will prepare students for future challenges on the stage of life.

**Class Format:** studio

**Requirements/Evaluation:** evaluation will be based on committed participation in class, and preparation and performance of assigned material

**Prerequisites:** None

**Enrollment Preferences:** Theatre majors

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

**STU Instructor:** David Gurcay-Morris

**Not Offered Academic Year 2017**

THEA 350 Devised Performance Studio

**Crosslistings:** THEA 350/ARTS 250

This course offers students a hands-on experience of devising new performance work as an ensemble. Through an examination of innovative, non-traditional models for performance creation used by contemporary theater and art collectives (including Théâtre du Soleil, Complicite, Nature Theatre of Oklahoma, Elevator Repair Service, Big Art Group, The Civilians, The T.E.A.M., and National Theater of the United States of America), this class will form its own unique structure for developing and producing a new theatrical experience. A major emphasis of the course will be on experiential education, which provides an invaluable opportunity to encounter firsthand the highly complex relationships present in collaborative creation. The course will also include guest classes with practitioners from the profession and other members of the Departments of Theater, Music, and Art, who can provide a full range of skills for the student ensemble to utilize during the devising process. Work-in-progress presentations spaced regularly throughout the semester will provide opportunities to receive feedback from small, invited audiences, as well as the opportunity to learn how to process and apply that critique to an ongoing creative process. At the end of the semester the accumulated work will have a public presentation in a workshop format.

**Class Format:** studio

**Requirements/Evaluation:** participation, individ presentations, contribution to group work, self-evaluation

**Extra Info:** students will contribute to the creation and presentation, by the group as a whole, of a newly devised performance piece

**Prerequisites:** none

**Enrollment Preferences:** the instructors will balance the course by level of prior theatrical experience

**Enrollment Limit:** 14

**Expected Class Size:** 10

**Distributional Requirements:** Division 1

**STU Instructor:** David Gurcay-Morris

THEA 360 The Body as Book: Memory and Reenactment in Dance & Theater

**Crosslistings:** THEA 360/DANC 303/COMP 360

What does it mean to conceive of the body as a book? This unique interdisciplinary studio/seminar course examines how dance and theater channel, preserve and transmit stories and cultural memory through individual and collective bodies. Dance and theater are traditionally defined as ephemeral arts, bounded by the limits of linear time and space. Yet, as Rebecca Schneider writes, “time is decided folded and fraught.” Repetition
and reenactments are forms of remembering, and performance is often not what disappears but what remains. How do we pass on knowledge in visceral and present dance and theater pieces in the new library.

Class Format: studio

Requirements/Evaluation: evaluation will be based on collaborative-based project work, individual research, writing and final performances

Prerequisites: no prior dance or theatre training is required

Enrollment Preferences: students majoring in Dance, Theatre, American Studies and Art

Enrollment Limit: 14

Expected Class Size: 10

Distributional Requirements: Division 1

Not Offered Academic Year 2017

STU Instructor: Amy Holzapfel

THEA 361(F) Writing about Bodies (W)

Crosslistings: ARTH 361/INTR 361/WGSS 361/THEA 361

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person.

Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Distributional Requirements: Division 1

Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives PERF Interdepartmental Electives

Fall 2016

TUT Section: T1 TBA Instructor: Carol Ockman

THEA 362(F) East Meets West: America, Japan, Theatre (W)

This course is a practicum, featuring an investigation of traditional and contemporary East Asian Arts and their influence on performance in the Americas and Europe; culminating in a staged play based on a traditional Noh text. The theoretical/historical work will include weekly readings, viewings and discussion of various lead artists, forms and movements. The studio work will involve reading, rehearsal and performance. Drawing on Professor Steele’s experience with traditional Noh, as well as contemporary directors Tadashi Suzuki and Robert Wilson, the course will focus primarily on Japanese post-Mejii-era performing Arts and their influence on the Western and American art world. Artists/forms/movements to be studied are: Noh, Kabuki, Tadashi Suzuki, Lee-Chen Lin, Robert Wilson, Adrianne Mnouchkine, Claude Debussy, Martha Graham, Yukio Mishima, Erika Ehnh, John Cage and Yosho Iida.

Class Format: studio

Requirements/Evaluation: 35% attendance, 35% class participation, 30% writing

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Theatre majors, Asian Studies majors

Enrollment Limit: 20

Expected Class Size: 14

Dept. Notes: course will be a practicum, combining reading and class discussion with physical training, rehearsal and performance

Materials/Lab Fee: $30.00

Distributional Requirements: Division 1

Writing Intensive

Other Attributes: INST East Asian Studies Electives

Fall 2016

STU Section: 01 TF 01:10 PM 03:50 PM Instructor: Kameron Steele

THEA 385(S) The Sculptural Costume and It's Performance Potential

Crosslistings: ARTS 385/THEA 385

A team-taught studio art / theatre course designed to explore the rich territory of the wearable sculpture and its generative role in art and performance. From ritual costumes, to Carnival, to Dada performance, to Bauhaus dance, to Hello Oticica’s Parangole, and Nick Cave’s sound-suits, there has been a rich tradition of sculpture and costumes merge. Students will study artists who have bridged distinctions between the theatrical costume and the sculptural object as well as produce hybrid objects that explore the range of possibilities within this collaborative practice. The students will produce object-costumes involving a wide variety of media, from recycled materials to new technologies, while striving to develop their individual artistic voices.

Class Format: studio

Requirements/Evaluation: evaluation will be based on the quality of work produced, the depth and quality of the content and process, participation in critiques, and attendance

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: successful completion of any 200-level course in art studio or performing arts, or permission of the instructor

Enrollment Preferences: Art and Theater majors

Enrollment Limit: 14

Expected Class Size: 12

Materials/Lab Fee: $75

Distributional Requirements: Division 1

Spring 2017

STU Section: 01 M 01:10 PM 03:50 PM Instructors: Amy Podmore, Deborah Brothers

THEA 397(F) Independent Study: Theatre

Theatre independent study

Class Format: independent study

Distributional Requirements: Division 1

Fall 2016

IND Section: 01 TBA Instructor: Amy Holzapfel

THEA 398(S) Independent Study; Theatre

Theatre independent study

Class Format: independent study

Distributional Requirements: Division 1

Spring 2017

IND Section: 01 TBA Instructor: Amy Holzapfel

THEA 406(F) Senior Seminar: Theatre, Ritual, Play

This seminar is a revolving topics seminar. The subject matter and reading list for each iteration of the course will be determined by the instructor, but will in each instance focus on a current or historical question of theatre theory and practice. It is understood that the subjects addressed in the course will be broad enough to engage the varied interests of each senior class. The specific requirements for the class may vary, but in all cases students will be required to present original research and analysis in a public seminar presentation at the end of the semester. In Fall 2016 the seminar will explore the interrelated cultural phenomena of theatre (or, more broadly, performance), ritual and play. Each of these memes may be considered as a particular attribute of any human activity generally, as a means of communication between or among people, as a subject or field of scientific inquiry, or as a facet of artistic cultural production. The purpose of the seminar will be to explore each of these phenomena on their own terms, and then to investigate some of the ways in which they intersect in the spheres of art, religion, popular culture, and everyday life. Readings will include theorists from literary studies, anthropology, cultural studies, and related fields, as well as primary texts from drama and other arts.

Class Format: seminar

Requirements/Evaluation: project work, and presentation of original research and analysis in a public setting at the end of the semester

Prerequisites: limited to senior Theatre majors

Enrollment Preferences: Theatre majors only

Enrollment Limit: 4

Expected Class Size: 4

Distributional Requirements: Division 1

Fall 2016
THEA 438(F) Introduction to Dramaturgy: The Art of Adaptation

The dramaturge is an important collaborator in the theatrical production process, playing the multi-faceted role of historian, cultural critic, audience educator, and supporter of the production team. Working closely with the director and design team, the dramaturge helps to shape a production and facilitate the demanding process of creating a world on stage. This advanced seminar course will introduce students to the fundamentals of production dramaturgy, applying our study of the practice to the more focused topic of the dramaturge’s role as an adaptor and translator in the creative process of the piece making. As a major creative dramaturgical project for the course, students will choose a mythical or classical inspirational source material to be adapted into a written performance piece. Along with creating our own projects, we will explore how contemporary visual, musical, or otherwise) and adapt it into a written performance piece. Along with creating our own projects, we will explore how contemporary

Requirements/Evaluation: assignments will be project-based and will range from making image boards to writing program notes and educational study guides

Extra Info: as a final assignment, students will research and write their own adaptations of selected inspirational sources and present their material to one another through informal, staged readings

Prerequisites: THEA 101, or by permission of instructor

Enrollment Preferences: Theatre majors; English majors with creative writing experience

Enrollment Limit: 14

Expected Class Size: 10

Distributional Requirements: Divide 1

Fall 2016

THEA 455(F-S) Advanced Practicum

This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity—directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management—may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair. Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.

Class Format: studio

Requirements/Evaluation: research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: THEA 101

Enrollment Preferences: Theatre majors

Enrollment Limit: 4

Expected Class Size: 2

Materials/Lab Fee: $75.00 may be added to the student’s term bill

Distributional Requirements: Divide 1

Fall 2016

STU Section: 01  TBA  Instructor: Amy Holzapfel

THEA 493(F) Senior Honors Thesis: Theatre

Theatre senior honors thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements: Divide 1

Fall 2016

HON Section: 01  TBA  Instructor: Amy Holzapfel

THEA 494(S) Senior Honors Thesis: Theatre

Theatre senior honors thesis.

Class Format: Independent study

Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements: Divide 1

Spring 2017

THEA 493(F-S) Advanced Practicum

This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity—directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management—may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair. Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.

Class Format: studio

Requirements/Evaluation: research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: THEA 101, or by permission of instructor

Enrollment Preferences: Theatre majors; English majors with creative writing experience

Enrollment Limit: 14

Expected Class Size: 10

Distributional Requirements: Divide 1

Fall 2016

STU Section: 01  TBA  Instructor: Amy Holzapfel

THEA 493(F) Senior Honors Thesis: Theatre

Theatre senior honors thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements: Divide 1

Fall 2016

HON Section: 01  TBA  Instructor: Amy Holzapfel

THEA 494(S) Senior Honors Thesis: Theatre

Theatre senior honors thesis.

Class Format: Independent study

Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements: Divide 1

Spring 2017

THEA 493(F-S) Advanced Practicum

This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity—directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management—may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair. Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.

Class Format: studio

Requirements/Evaluation: research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: THEA 101, or by permission of instructor

Enrollment Preferences: Theatre majors; English majors with creative writing experience

Enrollment Limit: 14

Expected Class Size: 10

Distributional Requirements: Divide 1

Fall 2016

STU Section: 01  TBA  Instructor: Amy Holzapfel

THEA 493(F) Senior Honors Thesis: Theatre

Theatre senior honors thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements: Divide 1

Fall 2016

HON Section: 01  TBA  Instructor: Amy Holzapfel

THEA 494(S) Senior Honors Thesis: Theatre

Theatre senior honors thesis.

Class Format: Independent study

Extra Info: this is part of a full-year thesis (493-494) may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements: Divide 1

Spring 2017
In the first week of classes of the senior year, submission and approval by the faculty advisor, the second reader of an "honors thesis proposal" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women’s, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

**STUDY ABROAD**

The Williams College Women’s, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women’s issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

- Antioch College: Comparative Women’s Studies in Europe fall semester
- Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester
- School for International Training:
  - The Balkans: Women and Democratization, fall or spring semester
  - Jamaica: Gender and Development, fall or spring semester
  - Mali: Gender and Development, fall or spring semester
- The Netherlands: Identity, Gender and Sexuality, fall or spring semester

You can find general study away guidelines for Women’s, Gender and Sexuality Studies [here](#).

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**WGSS 101(F,S) Women’s, Gender and Sexuality Studies (D) (W)**

This discussion and lecture course introduces students to a range of issues, theories, and controversies within feminism, gender studies, and sexuality studies. It has several aims: to provide critical and analytical tools for thinking about gender; to explore key issues facing women and sexual minorities in the U.S. (and other) societies, and to discuss strategies for confronting them. The course will examine issues in Latin America spring semester; and Social and Environmental Justice in Latin America spring semester; and Social and Environmental Justice in Latin America spring semester.

Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist, gender, and sexuality studies and as a vehicle for developing skills in writing and research, as well as analytical tools for further work in the field. This course meets the requirements of the Exploring Diversity Initiative in that its main emphases are on challenging the notion of one universalizing category of “woman,” and to recognize the diverse ways in which national, sexual, ethnic, racial, classed and other kinds of differences produce multiple and often divergent relations of gendered power. It also whenever possible contextualizes within a global frame the central issues that have come up and are being debated in the U.S. feminist tradition, in order to encourage students to recognize the role cultural difference plays in a variety of feminist issues and to denaturalize the U.S. as a reference point for all feminist theory and politics. During days with lectures, two sections may combine for team-teaching. Otherwise, the sections meet separately for discussion.

**Class Format:** lecture and seminar

**Requirements/Evaluation:** 1 or 2 short (3 page) essay, 1 final paper proposal/abstract, 1 annotated bibliography, 1 final paper of 7-9 pages (w/revisions); evaluation will be based on these assignments and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Dept. Notes:** required course for the Women’s, Gender, and Sexuality Studies major

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**THE DEGREE WITH HONORS IN WOMEN’S, GENDER AND SEXUALITY STUDIES**

Honors in Women’s, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women’s, Gender and Sexuality Studies Committee.

The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of another mode of presentation (e.g., art, music, poetry, theater, film, etc.)

Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women’s, Gender and Sexuality Studies after the following criteria are met:

In April of the junior year, submission and Women’s, Gender and Sexuality Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.

At the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;

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**WGSS 202 Introduction to Sexuality Studies**

**WGSS 207(T,F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison’s Writings (W)**

**WGSS 231(F) Sexuality and Imperialism (D)**

**WGSS 232/LATS 231/AMST 231 Approaches to Media Studies: Analyzing Mediated Difference**

**WGSS 240(S) Performing Masculinity in Global Popular Culture (D)**

**WGSS 246(F) India’s Identities: Religion, Caste, and Gender (D) (W)**

**WGSS 250(T) Gender, Sexuality and Performance in America (D) (W)**

**WGSS 246/REL 246/ANTH 246/ India’s Identities: Religion, Caste, and Gender**

**WGSS 255/CHIN 253/COMP 254 (F) "Disease" in Modern Chinese Literature and Culture (D)**

**WGSS 268/AFR 327/ENGL 307/COMP 268 (F) Caribbean Woman Writers**

**WGSS 279/REL 271/ASST 271/COMP 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture**

**WGSS 301(F) Sexual Economies (D)**

**WGSS 313/AMST 313/LATS 313 Gender, Race, Beauty, and the Power of Personal Aesthetics**

**WGSS 318(S) Gender Construction in Chinese Art (D) (W)**

**WGSS 376(F) Sex, Gender, and the Law in U.S. History (D)**

**WGSS 379/HIST 379/AFR 379 Black Women in the United States**

**WGSS 343(T) Representations of Racial-Sexual Violence from Mediated Difference**

**WGSS 400(S) A History of Family in Africa (D) (W)**

**WGSS 409(F) Transnationalism and Difference: Comparative Perspectives (D) (W)**

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Not currently offered:

**WGSS 200/COMP 212 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia**

**WGSS 211/ECON 211 Gender in the Global Economy**

**WGSS 213/T/F 213T Race, Gender, and the Alien Body: Octavia Butler’s Science Fiction**

**WGSS 249/REL 249/ASST 249/ANTH 249 Body Politics in South Asia: Gender, Sex, Religion, and Nation**

**WGSS 256/REL 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism**

**WGSS 306/AFR 306/AMST 306/LATS 306/COMP 304 Queer of Color Critique: Sex, Race, and Urban Life**

**WGSS 308/HIST 308/AFR 308 Gender and Society in Modern Africa**

**WGSS 310/AFR 310/RE 310/AMST 309 Womanist/B Feminist Thought**

**WGSS 319/HIST 319/ASST 319 Gender and the Family in Chinese History**

**WGSS 330/AMST 333/COMP 333/ LATS 333/ THEA 322 Race, Gender, and Performance from Literature to Social Media**

**WGSS 338/AMST 339/LATS 338 Latino/a Musical Cultures: Sounding Out Gender, Race, and Sexuality**

**WGSS 378/HIST 378 The History of Sexuality in America**

**WGSS 382/LATS 382/HIST 382 Latino/a Politics**

**WGSS 383/HIST 383 Whiteness and Race in the History of the United States**

**WGSS 386/HIST 386/LATS 386 Latinos in the Global Economy: Work, Migration, and Households**

Or, students may petition the chair to have another course accepted.

**Thematic Cluster**

At least three of the seven electives, with at least one at the 300-level, should be identified by majors as comprising a thematic group. This group can focus on women and/or gender administered by other U.S. Colleges and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

- Antioch College: Comparative Women’s Studies in Europe fall semester
- Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester
- School for International Training:
  - The Balkans: Women and Democratization, fall or spring semester
  - Jamaica: Gender and Development, fall or spring semester
- Mali: Gender and Development, fall or spring semester
- The Netherlands: Identity, Gender and Sexuality, fall or spring semester

You can find general study away guidelines for Women’s, Gender and Sexuality Studies [here](#).
The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls and women, African slaves, and Jews in the new democratic polity? French men expected to go on a couple of field trips.

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores, who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

HGSS 110T The Veil: History and Interpretations (D) (W)
Crosslistings: HIST 110/ARAB 215/WSGS 110
This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

The tutorial is part of the Exploring Diversity Initiative (EDI) because it considers the veil across different cultural areas.

Class Format: tutorial
Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: first years, sophomores and those with demonstrated interest in the Middle East
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives

Not Offered Academic Year 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Kathryn Kent

HGSS 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W)
Crosslistings: HIST 129/WSGS 129
The French Revolution was an important turning point in world history. Besides ushering in an age of liberté (liberty) and égalité (equality), it also postulated the existence of a new revolutionary fraternité (brotherhood) between peoples of all backgrounds. Would revolutionary fraternity include women, African slaves, and Jews in the new democratic polity? French men and women debated these questions in ways that have had a direct impact on our contemporary discussions of race, gender, religious freedom and ethnicity.

In this course, we will explore these debates, their Enlightenment roots, and the legacy of these debates for France’s minorities today. Students will be introduced to various types of historical sources (rare books, art, opera, plays), as well as to the lively historiographical debates between historians of France concerning methodology, politics, and the goal of historical research.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1-2 short papers, a 15- to 20-page research paper, and a final examination (may be an oral and/or take-home exam); the class will also be expected to go on a couple of field trips.

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: first-year students, and then sophomores, who have not previously taken a 100-level seminar
Enrollment Limit: 19
Expected Class Size: 15-19
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

HGSS 177(S) Gender and Sexuality in Music (D)
Crosslistings: MUS 177/WSGS 177
This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhanga dance to the musical avant-garde. Themes will include: communicating gendered ideals,
dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound, and contemplate the role of culture and society in informing those interpretations. This course fulfills the EDI requirement, owing both to its comparative approach and its focus on issues of power and privilege.

Class Format: lecture/discussion
Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final paper/project
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: students with some musical experience
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Exploring Diversity
Other Attributes: FMST Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2017

LEC Section: 01  MR 01:10 PM 02:25 PM  Instructor: Corinna Campbell

Spring 2017

WGSS 178T Marriage and the American Nation (W) Crosslistings: HIST 178/WGSS 178

This tutorial explores the transformation of marriage as an institution, idea, and experience from colonial times through the beginning of the twenty-first century. What is marriage? Is it a private agreement or a public contract? A legal bond or a religious sacrament? A right or a privilege? Who can enter it? Who determines when it is over, and on what grounds? Examining the long history of American debates about these questions, we will consider the complex ways that beliefs and policies regarding marriage have affected national understandings of gender roles, of racial difference, of the meaning of citizenship, and of the function and reach of government. We will explore many of the controversies associated with marriage over the last 400 years, including interracial marriage, polygamy, divorce, domestic violence, property rights, custody, cohabitation, working mothers, and same-sex marriage.

Class Format: tutorial
Requirements/Evaluation: students meet in wkly 1-hr sessions with the instructor & a classmate; each wk, students will alternate between writing a 5- to 7-pg paper on the assigned readings (presented orally in class) & writing & presenting a 2-pg critique of classmate's paper
Extra Info: the course will conclude with a final paper that examines one of the issues raised in class in greater depth may not be taken on a pass/fail basis
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Preferences: sophomores, and then first-year students who have not previously taken a 100-level tutorial
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives
Not Offered Academic Year 2017

TUT Instructor: Sara Dubow

WGSS 200 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (D) Crosslistings: COMP 212/WGSS 200

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations—Iceland, Norway, Sweden, Denmark, and Finland—are often mistaken for one another, associated with blonde-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood innocence, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first-century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sami people, Dano-Norwegian nationalism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation. Scandinavian political organization and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Helena Christensen), technology (Volvo to Nokia), and design (IKEA to H&M). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jónsson, and Peter Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Thomas Alfredson and Tomas Vinterberg. All readings and discussions in English.

Class Format: seminar

Requirements/Evaluation: active participation, two short papers, an oral presentation, and a final paper
Prerequisites: none
Enrollment Preferences: Comparative Literature and Women's, Gender and Sexuality Studies majors and those with compelling justification for admission
Enrollment Limit: 15
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Exploring Diversity
Other Attributes: FMST Related Courses
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

WGSS 201 War and Resistance: Two Centuries of War Literature in France, 1804-2004 Crosslistings: RLFR 202/WGSS 201

In 1883, Maupassant called on his fellow war veterans and writers to join him in “plotting and out against warfare and violence, crying "Let us dishonor war! From the Gallic Wars against Caesar (during the first century BC) to France's controversial role in the "War on Terror" (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingetorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-century. From Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duran, Camus, and Fanon. Films to include works by Resnais, Renoir, Caron, Jeunet, Malles, Angello, Pontecorvo, and Duras. Conducted in French.

Class Format: seminar

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper
Prerequisites: exceptional performance in RLFR 105; strong performance in RLFR 106 or 107; successful performance in RLFR 201 or 203; or by French placement exam; or by permission of instructor.
Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's and Gender Studies majors and those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

WGSS 202(S) Introduction to Sexuality Studies (D) This course will offer an introduction to the burgeoning interdisciplinary field of gay/lesbian/bisexual/transgender/queer studies, in part through examining historical, legal, literary, filmic, cultural, and sociological work, as well as work done under the umbrella of queer theory. Subjects covered may include the following: histories of sexualities in the U.S., feminism and its relation to queer studies; how sexuality is racialized; transgender and intersex theory and activism; globalization and sexuality; and strategies of resistance and visibility such as those evidenced by AIDS activism/theory and debates over gay marriage. An essential part of the course will be exploring how race, class, religion, and nationality contribute to the construction and lived experience of modern gender and sexual identities. Readings may include works by FoucaultButler, Sedgwick, Warner, Berlant, Stryker, Puur, Ferguson, Muñoz, Freeman, El-Tayeb, Halberstam, Crimp, Lorde, Najmabadi, and Massad. This course meets the requirements of the Exploring Diversity Initiative in that it emphasizes empathetic understanding of gender and sexual diversity; studying relations of power and privilege as they apply to sexual, gender, racial, class and national identities and practices; and foregrounds critical theorization of gender and sexuality.

Class Format: seminar

Requirements/Evaluation: 5-page paper, paper proposal and annotated bib, 8- to 10-page final paper, glow posts and other short informal writings
Prerequisites: none
Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment
Enrollment Limit: 15
Expected Class Size: 20

Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
WGSS 203 Chican/ano Film and Video (D)

Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205

Hollywood cinema has long been fascinated with the border that existed between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chican/ano in both Hollywood and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood “border” and gang films before approaching Chican/ano-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chican/ano representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the nation, this course fulfills the Exploring Diversity Initiative’s themes of critical theorization and power and privilege.

Class Format: film screenings will be scheduled as a lab
Requirements/Evaluation: evaluation will be based on one short paper, midterm exam and take home essays
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements: Exploring Diversity
Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora
ARTH post-1600 Courses
FMST Core Courses
GBST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives
Not Offered Academic Year 2017
LEC Instructor: C. Ondine Chavoya

WGSS 204 The Experience of Sexuality: Gender & Sexuality in 20th-century American Memoirs (D)

Crosslistings: WGSS 204/COMP 244

Focusing on first-person accounts of LGBTQ sexualities, this course examines how changing discourses and cultural narratives about sexuality are shaped by historical and cultural shifts. How does our understanding of identity change over time? How do these changes impact the way we think about gender and sexuality? We will read memoirs, autobiographies, and personal essays that reflect a range of LGBTQ identities and experiences, including works by Martin Duberman, Audre Lorde, Leslie Feinberg, Alison Bechdel, Reinaldo Arenas, Kate Bornstein, Gloria Anzaldúa, Samuel Delany, David Wojnarowicz, and Michelle Tea. These narratives will be accompanied by a variety of queer and feminist theories of memory, which interrogate the historical and conceptual limitations of “experience” and “identity.” This course fulfills the requirements of the Exploring Diversity Initiative in that it investigates institutions of power and privilege as they have impacted LGBTQ communities, and positions us to work toward ending the marginalization of gender and sexual diversity, and focuses on critical theorization of intersecting differences and identities.

Class Format: seminar
Requirements/Evaluation: intensive reading; active class participation; two 5-page papers and final 10-page paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Women’s Gender & Sexuality Studies majors
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Exploring Diversity
Not Offered Academic Year 2017
SEM Instructor: Margaux Cowden

WGSS 205(F) Gender and Economics

Crosslistings: ECON 203/WGSS 205

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women’s employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: lecture/discussion
Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper
Prerequisites: ECON 110
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes: POEC U.S. Political Economy + Public Policy Course

Fall 2016
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Lucie Schmidt

WGSS 207(F) She Speaks in Color: Examining the ‘Color Complex’ in Toni Morrison’s Writings (W)

Crosslistings: AFR 205/COMP 236/WGSS 207

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

Class Format: tutorial
Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AFR Core Electives
AMST Arts in Context Electives

Fall 2016
TUT Section: T1 TBA Instructor: VaNatta Ford

WGSS 209 Poverty in America

Crosslistings: PSCI 209/WGSS 209

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Class Format: lecture/discussion
Requirements/Evaluation: class participation, two or three short papers, and a final paper
Prerequisites: none
Enrollment Preferences: Political Science, Political Economy, and Women’s Gender and Sexuality Studies majors and concentrators in Public Health
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Other Attributes:

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WGSS 210 Culture and Incarceration
Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210

This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives. Students will study and examine interdisciplinary texts as well primary sources (legislative and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.

Class Format: seminar
Requirements/Evaluation: attendance and active participation (10%); collaborative/group presentations (30%); four 5-page double spaced e-papers (60%)
Prerequisites: none
Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor
Enrollment Limit: 15
Distributional Requirements: Division 2
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

LEC Instructor: Cathy Johnson

WGSS 211 Gender in the Global Economy
Crosslistings: WGSS 211/ECON 211

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economics theory, work on care labor and the shifting boundaries between markets, governments and households, theories of household bargaining, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and the 'invisible assembly line'; the economics of sex work and global sex trafficking; microcredit; the economics of the HIV/AIDS pandemic. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for first-world/third-world alliances.

Class Format: lecture/discussion
Requirements/Evaluation: reaction papers, midterm exam, research paper; participation in class discussion will count for part of the grade
Extra Info: additional requirements: two oral responses to seminar papers; two 2-page seminar response papers; one response to a peer's final paper
Prerequisites: none
Enrollment Preferences: Women's, Gender and Sexuality Studies majors
Enrollment Limit: 30
Expected Class Size: 20
Distributional Requirements: Division 2
Other Attributes: GBST Economic Development Studies Electives POEC International Political Economy Courses WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
SEM Instructor: Joy James

WGSS 212 Ethics and Reproductive Technologies (W)
Crosslistings: PHIL 212/WGSS 212

In her groundbreaking book, The Tentative Pregnancy, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, (possibly) including pre-implantation genetic (diagnosis) (PGD), post-menopausal reproduction, post-mortem gamete procurement, reproductive cloning and embryo splitting, and in utero medical interventions. Background readings include sources rooted in traditional modes of bioethics analysis as well as those incorporating feminist approaches.

Class Format: discussion
Requirements/Evaluation: active participation in class discussions, four to five short reflection papers, and two longer papers (5-10 pages)
Prerequisites: none, but introductory-level course in PHIL and/or WGSS highly recommended
Enrollment Preferences: Women's, Gender and Sexuality Studies majors
Enrollment Limit: 19
Expected Class Size: 19

Dept. Notes: meets Contemproary Value Theory requirement only if registration is under PHIL
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: PHIL Contemporary Value Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Julie Pedroni

WGSS 213T Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (W)
Crosslistings: AFR 213/WGSS 213

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to mine those imaginations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text Kindred (1979), the haunting dystopian novel Parable of the Sower (1994), the popular vampire text Fledgling (2005), and the collection Bloodchild and Other Stories (1998). We will also explore contemporary engagement with Butler's work, including the relationship between the main character from her book Dawn (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work widely, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

Class Format: tutorial
Requirements/Evaluation: attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements: Division 2
Writing Intensive
Other Attributes: AFR Core Electives

WGSS 214 From Putin to Pussy Riot: Discourses of Post-Soviet Gender (D)
Crosslistings: RUSS 213/GBST 213/WGSS 214/COMP 257

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-political culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theory of post-Soviet culture and discourse.

All readings will be in English.

Class Format: seminar
Requirements/Evaluation: active participation in class discussions, response papers based on assignments for class, 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: none
Expected Class Size: 15
WGSS 219T(F) Women in National Politics (W)
Crosslistings: INTR 219/PSCI 219/WGSS 219
This tutorial focuses on the writings and memoirs of women who have shaped
national political and electoral/campaign culture in the 20th and early 21st
centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan,
Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton,
Condoleezza Rice, Sarah Palin, Nancy Pelosi.
Class Format: tutorial
Requirements/Evaluation: brief analytical papers and response papers for
each week's readings
Extra Info: may not be taken on a pass/fail basis, not available for the fifth
course option
Prerequisites: none
Enrollment Preferences: juniors and seniors, sophomores with permission of
instructor
Enrollment Limit: 10
Distributional Requirements:
Division 2
Writing Intensive
Fall 2016
TUT Section: T1   TBA   Instructor: Joy James

WGSS 222 Women on the Verge
Crosslistings: RLSP 220/WGSS 222
From the early twentieth century to the present day, the radical changes in the
lives of Spanish women have clearly reflected the tug of war between
progress and tradition in recent Spanish history. The dramatic upheavals in
Spanish politics have marked and transformed the lives of women to such a
great extent that one can often gauge the political and social climate of any
given historical moment by considering how the role of women was defined by
the law, the Catholic church, education, and other social and political
institutions. Using literary and historical texts as well as films and graphic
materials, this course will look at the transformations in the public and private
lives of Spanish women during the following periods: the turn of the century,
the Second Republic, the Spanish Civil War, the Franco years, and the
transition to democracy.
Class Format: seminar
Prerequisites: RLSP 105, or RLSP 200, or results of Williams College
Placement Exam, or permission of instructor
Enrollment Preferences: Spanish and Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under
RLSP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements:
Division 1
Not Offered Academic Year 2017
SEM   Instructor: David Colbert-Goicoa

WGSS 224 Sexuality and Seduction in Nineteenth and Twentieth-Century
France (D)
Crosslistings: RLFR 224/WGSS 224
In 1857, both Flaubert's Madame Bovary and Baudelaire's Les Fleurs du mal
were put on trial for sexual indecency and "crimes against public morality." In
1868, Le Figaro attacked Zola's novel Thérèse Raquin as "putrid literature" for
its depiction of adultery, murder, and scandalous sexuality in nineteenth-
century Paris. A century later, Gide, Colette, and Duras continued to shock
French readers with their extraordinary novels on male and female
homosexuality, inter-generational lovers, and bi-racial relationships. In this
course, we will examine a wide range of issues on eroticism and sexuality in
nineteenth- and twentieth-century French literature, including marriage and
adultery, seduction and desire, love and betrayal, prostitution and fetishism,
gay and lesbian identity, cross-dressing and gender representation, exoticism
and colonial (s)exploitation. Readings to include novels, short stories, and
poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire,
Zola, Maupassant, Bardey d'Aurevilly, Gide, Proust, Colette, Duras, and
Guibert. Conducted in French.
Class Format: seminar
Requirements/Evaluation: active class participation, two short papers, an
oral presentation, and a final paper
Prerequisites: RLFR 106 or 107; another 200-level course such as RLFR
201, 202, 203; or by placement test; or by permission of instructor
Enrollment Preferences: French majors and certificate students; Women's,
Gender and Sexuality Studies majors; Comparative Literature majors and
those with compelling justification for admission
Enrollment Limit: 20
Expected Class Size: 20
Distribution Notes: meets Division 1 requirement if registration is under
RLFR; meets Division 2 requirement if registration is under WGSS
causes, impact, and conundrums—the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, confusion and complacency that characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa. The class is an EDI course because of its focus on diversity and difference, as they shape the different ways that the HI virus plays out on the bodies of people in different global locations, and its discussion of the ways that global and local contexts of colonialism, patriarchy, and heteronormativity have inevitably shaped relationships between policy makers, researchers, activists, and those living with HIV and ultimately the content of their policies and interventions.

Class Format: seminar
Requirements/Evaluation: two short papers and a research paper; class participation will form part of the grade
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: Women’s, Gender and Sexuality Studies majors, Public Health concentrators
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: PHIL Social Determinants of Health

Not Offered Academic Year 2017
SEM Instructor: Kiaraan Honderich

WGSS 231(F) Sexuality and Imperialism (D)
Crosslistings: WGSS 231/COMP 234
This course takes as its central premise that the definition and experience of modern sexuality are intimately bound to nineteenth-century imperialism and its legacies. How did imperial power relations help to constitute racial and sexual categories and classifications? To what extent did sexual norms in both the colonies and European metropole contribute to the “management of empire”? In what way can this historical and intellectual framework help us understand contemporary phenomena such as homonationalism and pink-washing? We will explore these questions through the study of novels, films, and a variety of other cultural and historical texts, ranging from Freud’s Totem and Taboo and Foucault’s History of Sexuality to André Gide’s accounts of sexual tourism in colonial Algeria and Fanon’s analysis of the devastating psychological effects of colonialism. As part of the Exploring Diversity Initiative, this class will foster an awareness of how the economic and political structures of imperialism affected sexual diversity (and vice versa), and how colonial social hierarchies created differing and unequal sexual expectations, restrictions, and freedoms in individual lives.

Class Format: seminar
Requirements/Evaluation: two or three 3-page papers, a 6- to 8-page final essay, a presentation on the final essay topic, and engaged participation
Prerequisites: none
Enrollment Preferences: Women’s Gender & Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP
Distributional Requirements: Division 2
Exploring Diversity

Fall 2016
SEM Section: 01 Cancelled

WGSS 232(S) Approaches to Media Studies: Analyzing Mediated Difference (D)
Crosslistings: LATS 231/AMST 231/WGSS 232
Media’s influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hands-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its intersection with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minority communities. According to the EDI framework this class engages in the comparative study of cultures and societies, examines questions of power and privilege, and aims to sharpen students’ critical theorization of difference in the media.

Class Format: seminar
Requirements/Evaluation: participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none

Enrollment Preferences: Latino/a Studies concentrators, American Studies and Women’s Gender & Sexuality Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 10
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses LATS Comparative Race & Ethnic Studies Electives LATS Core Electives

WGSS Racial Sexual & Cultural Diversity Courses

Spring 2017
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Maria Elena Cepeda

WGSS 234 Masculinities (W)
Crosslistings: WGSS 234/ANTH 234
What does it mean to be a man? This course approaches masculinity in its various forms as a culturally constructed category and as an achieved aspect of social identity. We will look at characteristics of manhood as they are inscribed in different aspects of man as war hero, provider, disciplinarian, abuser; we will look at how manhood is variously achieved and how it can be lost; and we will look at forms of masculinity as they articulate with modes of sexuality and gender. The course will make extensive use of cinema in exploring these themes.

Class Format: seminar
Requirements/Evaluation: attendance at film screenings, active leading and participation in class discussions, two 7-page papers, final 12-page paper
Prerequisites: none; open to all
Enrollment Preferences: Anthropology and Sociology majors and to achieve gender balance
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Writing Intensive

Not Offered Academic Year 2017
SEM Instructor: Peter Just

WGSS 236 Sex, Gender, and Political Theory
Crosslistings: PSCI 236/WGSS 236
This course offers a feminist reading of key concepts in the study of politics: freedom, justice, equality, obligation, representation, alienation, and objectification. Each of these terms will be considered in relation to problems of political exclusion and social stratification that persist in democracies, with particular attention to inequalities based on sex, gender, race, and class. Is welfare a problem for freedom theory? In what way might a pregnancy be experienced as a form of alienation, and how does this pose a challenge for theories of justice? Is it possible to treat another person as an equal and at the same time an object of one’s sexual desire? We will identify the analytical tools and strategies that feminist theorists have employed in order to bring these and other concerns into political science scholarship, reconstructing traditional ideas of politics and public life in the process. Theorists whose work we will read include Susan Moller Okin, Nancy Hirschmann, Martha Nussbaum, Iris Marion Young, Drucilla Cornell, Gayatri Spivak, Dorothy Roberts, Judith Butler, Linda Zerilli and Catherine MacKinnon.

Class Format: lecture/discussion
Requirements/Evaluation: one oral presentation, one response paper (1 page), and three essays (6-8 pages)
Prerequisites: none
Enrollment Preferences: Political Science and Women’s, Gender and Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 21
Distributional Requirements: Division 2
Other Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PSCI Political Theory Courses WGSS Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Nimu Njøya

WGSS 238 Science, Gender and Power
Crosslistings: PSCI 239/WGSS 238
This course considers debates in feminism about the relationship between science, gender and power in politics. On the one hand, shifting ideas about gender have influenced the development of the sciences through history; for example, some feminists argue that science has historically been premised upon a view of women as objects, not subjects, of knowledge. On the other hand, shifting ideas about science have strongly influenced the development of feminist theory and practice; for example, debates about reproductive rights are often couched in terms of a conflict between reliable scientific knowledge of embryos, STDs, etc. and an unscientific, patriarchal worldview. Do science and technology serve to transform or reinforce power balances, or should science change to accommodate gender, race, and sexuality? Should feminist theory embrace objectivity and model itself upon scientific procedures of knowledge production? Or should
feminists reject objectivity as a myth told by the powerful about their own knowledge-claims and develop an alternative approach to knowledge. What is "objectivity" anyway, and how has this norm changed through history? What kinds of alternatives to objectivity exist, and should they, too, count as "science"? Rather than treating science as a monolith, we will endeavor to understand the implications of various sciences—as practiced and envisioned in various, historically specific situations—for gender and politics. Readings may include texts by Louise Delamore, Andreas Vesalius, Londa Schiebinger, Anne Fausto-Sterling, Helen Longino, Nancy Hartsock, Sandra Harding, bell hooks, Donna Haraway, Mary Hawkesworth, and Octavia Butler.

WGSS 240(S) Performing Masculinity in Global Popular Culture (D)

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their economy change the ideal shape, appearance, and performance of men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curiously blended chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we will learn how to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

WGSS 243(F) Islamic Law: Past and Present

From fear of the Shari'a to its implementation in so-called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law and religious etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

WGSS 244T Sex and Gender in Ancient Greece and Rome (D) (W)

In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence, Seneca), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epiphanies, and early saints' lives, in order to gain a deeper and more complex understanding of how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological framework through which we approach those primary sources. The course fulfills the ED requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men's lives, women's lives, and the lives of individuals who didn't fit easily into either category. Additionally, the course will promote students' capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.

WGSS 245(S) Women, Gender, and Sexuality in Islam

This course examines how Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media, and ask the crucial question: do Muslim women need saving? We will then explore how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam among women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

CLASS Format: tutorial
Requirements/Evaluation: five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid- length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: majors or intended majors in Classics, WGSS, and Comparative Literature
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements:
Division 1
Exploring Diversity
Writing Intensive
Not Offered Academic Year 2017
TUT Instructor: Amanda Wilcox

WGSS 246(A) Cross-Cultural Comparisons in Feminist Theory

This course examines how women's experiences and desires are not confined to a single culture. We will consider the ways in which women have experienced oppression and resistance in a variety of cultures, including those in which ideas of gender and sexuality are different from those in the West. We will consider, for example, how women's experiences have been shaped by patriarchal and feministic social structures, and how these experiences have been expressed through art, literature, and political movements. We will also consider the ways in which women have challenged and changed these structures, and how their experiences have been documented and studied. The course will be conducted in a seminar format, and will involve discussions of readings from a variety of cultures, as well as discussions of the relationships between these readings and modern feminist theory. The course will be worth three credits, and will fulfill the requirements for the major in Women's, Gender, and Sexuality Studies. Students who wish to use the course for the major must obtain approval from the departmental advisor.

Class Format: seminar
Requirements/Evaluation: active class participation (including a presentation on the readings), short written assignments, and a final research paper (10-15 pages)
Prerequisites: none
Enrollment Preferences: Religion, Women's, Gender and Sexuality Studies and Arabic majors
Enrollment Limit: 12
Expected Class Size: 10
Distributional Requirements:
Division 2

Spring 2017
SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Saadia Yacoob

WGSS 248(G) Love and Friendship: Ancient and Modern

This course examines the role of love and friendship in ancient and modern literature, focusing on the ways in which these concepts have been constructed and understood. We will consider a variety of texts, including plays, poems, and novels, in order to explore the ways in which love and friendship have been depicted and experienced in different cultural contexts. We will also consider the ways in which these concepts have been used to construct and maintain social and political structures, and the ways in which they have been challenged and transformed over time. The course will be conducted in a seminar format, and will involve discussions of readings from a variety of cultures, as well as discussions of the relationships between these readings and modern feminist theory. The course will be worth three credits, and will fulfill the requirements for the major in Women's, Gender, and Sexuality Studies. Students who wish to use the course for the major must obtain approval from the departmental advisor.

Class Format: seminar
Requirements/Evaluation: weekly responses, four to six 3-page essays
Prerequisites: none
Enrollment Preferences: majors
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements:
Division 2

Other Attributes:
HIST Group B Electives - Asia
HIST Group E Electives - Middle East
HIST Group P Electives - Premodern
JLST Interdepartmental Electives

Fall 2016
Africa. The ILO declared 2012 the International Year of Cooperatives and solidarity economy now so much more advanced in other countries than the countries.

Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the place and are often crucial to our lives, but rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos

...arrive, putting the two in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective strengths. The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily scholars or actors, but some overlap will be built in to ensure that scholars gain understanding of acting and actors gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance. The specific topic that will bring these theoretical issues into focus is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: The Merchant of Venice, Théâtre du Ventre, The Nudes, Twelfth Night, Othello, King Lear, Antony and Cleopatra, and The Winter's Tale.

Class Format: lecture/discussion, with additional periods set aside for scene preparation and evaluation.

Requirements/Evaluation: evaluation will be based on several short papers and a final exam. All students will take the final: "scholar" students will have rigorous expectations in the writing of papers; "actor" students will have intensive (graded) performance expectations.

Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors

Spring 2017
Throughout, we are interested in the cross-cutting effects of gender and sex in
the body has served as a symbol of nation, community, and social health. celibacy, sex work, and new reproductive technologies. We also analyze how
mosque, and the mendicant, as well as bodily practices such as yoga,
explores a South Asian sociology that links individual and social bodies in
uses the body as a lens by which to unpack South Asian discourses that link
Class Format:
South Asia.

WGSS 249 Body Politics in South Asia: Gender, Sex, Religion, and
Nation (D) (W)
Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248
This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses in South Asia help produce gender and other social hierarchies in the body. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.

Class Format: seminar
Requirements/Evaluation: the course has weekly writing, more than 20
pages total, and there is student-faculty feedback every week including a
week dedicated to a one-one writing feedback session between student and instructor
Prerequisites: none
Enrollment Preferences: majors in Religion, Women's, Gender and Sexuality
Studies, Asian Studies and Anthropology/Sociology
Enrollment Limit: 19
Expected Class Size: 19
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: GBST South + Southeast Asia Studies Electives
PHLH Bioethics + Interpretations of Health
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses

WGSS 250T(F) Gender, Sexuality and Modern Performance (D) (W)
Crosslistings: THEA 250/ENGL 253/WGSS 250/COMP 247
This interdisciplinary tutorial explores aspects of gender, sexuality,
performativity, race, class, and representations of the body in modern theatre
and performance in America. While attention will be given to the still
underrated role of women in the arts, we will focus primarily on the
transsexualities of social identities under interrelated systems of oppression.
Close scholarly works by playwrights—such as Adrienne Kennedy, Caryl
Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi iizuka,
Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina
Glonfridio, and Taylor Mac—will occur alongside consideration of works by
artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and
Young Jean Lee. Our approach to this varied material will be comparative and
will be enriched by readings of critical works by writers such as: Judith Butler,
and one final paper of 8-10 pages
Extra Info: emphasis will be placed on developing skills in reading,
interpretation, critical argumentation, and critical written and oral response
may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: none
Enrollment Preferences: sophomores and above; majors in Theatre, English
Women's, Gender and Sexuality Studies
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under
THEA, COMP or ENGL; meets Division 2 requirement if registration is under
WGSS
Distributional Requirements: Division 1
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives
PERF Interdepartmental Electives
WGSS Theory Courses

WGSS 250W Women Writers: Reading and Writing the City (W)
Crosslistings: COMP 243/WGSS 250
Ambivalence has always been a vital part of literary responses to city life.
Whether they praise the city or blame it, women writers react to the urban
evironment in a significantly different way from men. While male writers have
often emphasized alienation and strangeness, women writers have celebrated
the mobility and public life of the city as liberating. We will look at issues of
women's work, class politics, sexual freedom or restriction, rituals of
consumption, the conservation of memory by architecture, and community-
building in cities like New York, Berlin, Paris. We will examine novels and
short stories about the modern city by writers as diverse as Virginia Woolf,
Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras,
Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and
Edwidge Danticat. We will consider theoretical approaches to urban spaces by
feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians
(Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod,
David Sibley, Michael Sorkin). Several contemporary films will be discussed.
All readings in English.
Class Format: seminar/discussion
Requirements/Evaluation: two short papers of 3-5 pages, one of 5-7 pages,
and one final paper of 8-10 pages
Prerequisites: COMP 111 or a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Department: First-year; COMP 252
Distribution Notes: meets Division 1 requirement if registration is under
COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: AMST Space and Place Electives
GBST Urbanizing World Electives

WGSS 251 Arab Women Memoirs: Writing Feminist History
Crosslistings: ARAB 252/COMP 252/WGSS 251/HIST 309
This course reviews selected autobiographical writings by Arab and women writers from the wave of independence in the 20th century to the contemporary Arab
upsurges, passing through all the transformations that globalization and the
tecnosphere have instigated. We will examine the role that first-voice narrators play in shaping literature, history and thought, while providing a
space to reclaim cultural, social and political agency. Focusing on the different
articulations of self-representation, our discussion will address how these
women reflect on the shifting discourses of identities, gender, nationalism,
religion, feminism, politics, borders and their histories. Questions we
will address include: How did these memoirs contribute to the development
of Arab feminist consciousness? In addition to the memoirs, we will look at
women's blogs and watch films that focus on first-person narrative to discuss
related topics, such as political participation and feminism in the teknosphere. Required texts may include: Fadwa Tuqan (A Mountainous Journey: An Autobiography), Fatima Mernissi (Dreams of Trespass: Tales of a Harem Girlhood), Leila Ahmed (A Border Passage: From the Nile to New York), Haddad (From Cairo to America—a Woman's Journey), Farida Jalal and Shirley Eber
(In the House of Silence: Autobiographical Essays by Arab Women Writers),
and Jumanah Haddad (I Killed Scheherazade: Confessions of an Angry Arab
Woman), as well as critical essays and selections from autobiographical
writings that reflect the diversity of Arab women in the Middle East and the
diaspora.
Class Format: seminar
Requirements/Evaluation: active class participation, several short response
papers, three short papers (3-5 pages), and a final paper (7-10 pages)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth
course option
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 25
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under
ARAB or COMP; meets Division 2 requirement if registration is under HIST or
WGSS
Distributional Requirements: Division 1
Other Attributes: ARAB Arabic Studies Electives
GBST Middle Eastern Studies Electives
Not Offered Academic Year 2017
SEM Instructor: Amal Eqeiq

WGSS 252 Modern Women Writers and the City (W)
Crosslistings: COMP 243/WGSS 252
Ambivalence has always been a vital part of literary responses to city life.
Whether they praise the city or blame it, women writers react to the urban
evironment in a significantly different way from men. While male writers have
often emphasized alienation and strangeness, women writers have celebrated
the mobility and public life of the city as liberating. We will look at issues of
women's work, class politics, sexual freedom or restriction, rituals of
consumption, the conservation of memory by architecture, and community-
building in cities like New York, Berlin, Paris. We will examine novels and
short stories about the modern city by writers as diverse as Virginia Woolf,
Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras,
Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and
Edwidge Danticat. We will consider theoretical approaches to urban spaces by
feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians
(Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod,
David Sibley, Michael Sorkin). Several contemporary films will be discussed.
All readings in English.
Class Format: seminar/discussion
Requirements/Evaluation: two short papers of 3-5 pages, one of 5-7 pages,
and one final paper of 8-10 pages
Prerequisites: COMP 111 or a 100-level ENGL course
Enrollment Limit: 19
Expected Class Size: 19
Department: First-year; COMP 252
Distribution Notes: meets Division 1 requirement if registration is under
COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: AMST Space and Place Electives
GBST Urbanizing World Electives
Not Offered Academic Year 2017
SEM Instructor: Helga Druxes

WGSS 253 Art in the Age of the Revolution, 1760-1860
Crosslistings: ARTH 253/WGSS 253
A social history beginning with art of the pre-Revolutionary period and ending
with the delineation of romanticism, the dramatic impact of the revolutions of 1789, 1830, and 1848, the monarchies and republics framing the Napoleonic Empire, the shift from
history painting to scenes of everyday life, and landscape painting as an
autonomous art form. We will also consider prescriptions and controversies in
art-making and representation during this period. The course stresses French
artists such as Greuze, Vigée-Lebrun, David, Ingres, Delacroix, Géricault, Corot, and Courbet, but also includes Goya, Constable, Turner, and Friedrich.

Class Format: lecture
Requirements/Evaluation: two-page position paper related to assigned readings, hour test, and final exam or research paper; a conference at the Clark Art Institute and a field trip to New York may also be required
Prerequisites: two semesters of ARTH 101-102, 103 or permission of instructor
Enrollment Limit: 30
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: ARTH post-1600 Courses

要求/考核：
先修课程：
课外活动：
限报人数：20
限定性要求：
分配说明：Division 1
其他属性：ARTH 1600 级

WGSS 254(F) Manet to Matisse
Crosslistings: ARTH 254/WGSS 254
A social history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Courbet and Manet. Among the topics to be discussed are the rebuilding of Paris under Napoleon III; changing attitudes toward city and country in Impressionist and Symbolist art; the impact of imperialism and international trade; the gendering of public spaces, and the prominent place of women in representations of modern life. The course addresses vanguard movements such as Impressionism and Post-Impressionism and the styles of individual artists associated with them, as well as the work of academic painters.

Class Format: lecture
Requirements/Evaluation: 2-page position paper related to assigned readings, hour test and final exam or research paper; a conference at the Clark Art Institute; a field trip to New York may also be required
Enrollment Limit: 30
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1

Fall 2016
LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Carol Ockman

WGSS 255(F) “Disease” in Modern Chinese Literature and Culture (D)
Crosslistings: CHIN 253/COMP 254/WGSS 255
From early modern anxieties about China's status as the “sick man of Asia” to contemporary concerns regarding the prospect of transnational pandemics, “diseases” and their relation to health and illness have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation.

This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes “disease” — a universal human experience that is nevertheless heavily shaped by culture and history. Specifically, we examine the cultural and social meaning of “disease,” the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers’ analytical essays and fictional writings in the 20th century; we examine how metaphorical “diseases,” such as infectious cannibalism and fin-de-siècle “viruses,” are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the “Second New Wave” film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud’s psychoanalysis and post-Freudian psychotherapy are “practiced” in literature that has been at both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc. This course meets the aims of the Exploring Diversity Initiative by fostering an empathetic understanding of various groups within China and their relationships with “disease,” and by questioning the power and privilege inherent within such categories as “rural” and “urban,” “science” and “literature,” and “East” and “West.”

Class Format: lecture/discussion
Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project
Prerequisites: none
Enrollment Preferences: none
Enrollment Limit: 19
Expected Class Size: 15
Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN
Distributional Requirements: Division 1
Other Attributes: ENGL Bioethics + Interpretations of Health

WGSS 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W)
Crosslistings: REL 256/WGSS 256/ANTH 256/ASST 256
This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far-flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies.

Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes: (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) Do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhist transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.

Class Format: seminar
Requirements/Evaluation: two midterm papers, weekly GLOW participation, final research papers, and class participation
Prerequisites: none
Enrollment Preferences: majors in Religion, Women’s, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology
Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity Writing Intensive
Other Attributes: BGBST East Asian Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses

WGSS 259(F) Adultery in the Nineteenth-Century Novel (W)
Crosslistings: COMP 259/ENGL 261/WGSS 259
In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert’s Madame Bovary (1856), Lev Tolstoy’s Anna Karenina (1873-77), Leopoldo Alias’s La Regenta (1884-85), and Theodor Fontane’s Effi Briest (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. All works will be read in English translation.

Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session
Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams
Enrollment Limit: 10
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: ENGL Literary Histories B

Spring 2017
LEC Section: 01 MW 01:10 PM 02:25 PM Instructor: Man He

WGSS 261 The Saint and the Countess: Lost Voices of Medieval Women (W)
Crosslistings: MUS 261/WGSS 261
Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and work exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanché of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been re-created to speak to us today through recordings and film.

Class Format: seminar
WGSS 267F "Ain't I a Woman?": An Introduction to Black Women's Writing in America (C)
Class Format: tutorial; students will work in pairs
Requirements/Evaluation: each student will write/present orally a 5-page essay every other week; those not presenting essays will prepare oral critiques of partners' essays; evaluation based on written work, oral presentations of essays and critiques
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one course in either ENGL or WGS
Enrollment Preferences: current and prospective Philosophy and Women's, Gender and Ethnicity Studies majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
- Division 2
- Exploring Diversity
- Writing Intensive
- Other Attributes:
  - AMST Critical and Cultural Theory Electives
  - PHIL History Courses
  - WGS Theory Courses

Fall 2016
SEM Section: 01  M 07:00 PM 09:40 PM  Instructor: Kelly Josephs

WGSS 271T Woman as "Other" (D) (W)
Class Format: PHIL 271/WGSS 271
At mid-century, Simone de Beauvoir, existential philosopher and perhaps the greatest feminist theorist of the twentieth century, described woman as "living in a world where men compel her to assume the status of the Other." At the same time, Beauvoir asserts: "One is not born a woman, one becomes one." How, given their objectification, can women become subjects for themselves? Is authenticity even possible? Must the relation between self and other inevitably be one of objectification and domination? Is reciprocity and mutuality in self-other relations possible? In our efforts to deepen our understanding of these important philosophical questions, questions that have been at the center of social and political thought at least since Hegel introduced the dialectic of master and slave, we will engage in close readings of writings by Beauvoir (including autobiography and biography), as well as philosophers responding to her—Frantz Fanon, Luce Irigaray and Judith Butler. This course has been designated EDI because it explores identity formation under conditions of inequality.

Requirements/Evaluation: each student will write/present orally a 5-page essay every other week; those not presenting essays will prepare oral critiques of partners' essays; evaluation based on written work, oral presentations of essays and critiques
Extra Info: may not be taken on a pass/fail basis
Prerequisites: one course in either PHIIL or WGSS
Enrollment Preferences: current and prospective Philosophy and Women's, Gender and Ethnicity Studies majors
Enrollment Limit: 10
Expected Class Size: 10
Distributional Requirements:
- Division 2
- Exploring Diversity
- Writing Intensive
- Other Attributes:
  - AMST Critical and Cultural Theory Electives
  - PHIL History Courses
  - WGS Theory Courses

Not Offered Academic Year 2017
TUT  Instructor: Jana Sawicki

WGSS 272 Sex and the Reproduction of Society
Crosslistings: ANTH 272/WGSS 272
Why is reproduction such a controversial subject in society today, especially in areas of medicine, culture, and religion? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices and discourses across the globe? This course seeks to examine the myriad ways that societies police the range of practices surrounding reproduction—including fertility, conception, pregnancy, birth, abortion, and motherhood. We will pursue a comparative analysis of reproduction across major societies and cultures, through an in-depth look at specialized topics such as the new reproductive technologies, the medicalization and ritualization of births in America, the continuing controversies over abortion across the globe, and the ongoing debates about the rise of women and the 'End of Men'. Throughout the course, we remain focused on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we explore the varying ritual and medical practices that surround reproduction in different cultural contexts, from high tech to low tech settings and societies. We will deconstruct the process of human reproduction through readings culled from a variety of cultures and disciplines including anthropology, medicine, religious studies, sociology, and gender and sexuality studies.

Class Format: seminar
Requirements/Evaluation: in-class presentations, attendance, class blog, final research paper
Prerequisites: none
Enrollment Preferences: majors in Anthropology/Sociology, Women's Gender & Sexuality Studies
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements:
- Division 2
- Other Attributes:
  - ENGLISH/Anthropology Arts + Social Science Electives
  - GBSST South + Southeast Asia Studies Electives
  - PHILH Reproductive, Maternal and Child Health
  - WGS Theory Courses

Not Offered Academic Year 2017
SEM  Instructor: Kim Gutowsch

WGSS 279(F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture
Crosslistings: REL 271/ASST 271/COMP 279/WGSS 279
"Ghosts and monsters" (Japanese yakuai, Japanese yokai, Korean yajo) have long figured in East Asian cultural history, from ancient East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese,
Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviances from "the normal" as it is constructed in a given culture and time period—they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical-cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation—including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars such as Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

**Class Format:** seminar

**Requirements/Evaluation:** attendance and participation, weekly responses, final 15- to 18-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Preferences:** REL, ASST, WGSS, and COMP majors will be given preference

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP

**Crosslistings:** with German 304/WGSS 304

**Materials/Lab Fee:** books $80

**Distributional Requirements:** meets Division 1 requirement if registration is under GER

**WGSS 306 Queer of Color Critique: Race, Sex and Urban Life (D)**

**Crosslistings:** WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304

This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.

**Class Format:** discussion/lecture

**Requirements/Evaluation:** mid-term essay, choice of final exam essay or 8-10 page research paper; responses to performance/special events

**Prerequisites:** none

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors or prospective majors

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Distribution Notes:** meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP

**WGSS 307 Feminist Approaches to Religion (D) (W)**

Crosslistings: REL 306/WGSS 307

What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminisms and religion have a long though often troubled history of interaction. In this course, we shall explore a range of feminist theoretical analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion is interpreted and practiced.

**Class Format:** seminar

**Requirements/Evaluation:** one “position paper” for class discussion (3 pages), one analytical essay (4 pages), participation in writing workshop on drafts of final paper, one 15-page final paper

**Prerequisites:** none; open to all

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

**Enrollment Limit:** 19

**Expected Class Size:** 15

**Distributional Requirements:**
WGSS 308 Gender and Society in Modern Africa
Crosslistings: HIST 308/WGSS 308
This course explores the constructions of feminine and masculine categories in modern Africa. We will concentrate on the particular history of women's experiences during the colonial and postcolonial periods. In addition, we will examine how the study of history offers perspectives on contemporary women's issues such as female circumcision, teen pregnancy, wife-beating, and "AIDS."
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and three short papers
Prerequisites: none; open to first-year students with instructors permission
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements:
Division 2
Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
LEC Instructor: Kendra Mutongi

WGSS 309 Everyday Life in Literature and Film
Crosslistings: COMP 308/WGSS 309
To bring the all too familiar everyday to our attention, artists and writers have made it strange. What happens when we view everyday life from elsewhere? While everyday culture has often been experienced as repressive and alienating in modern Western societies, a new importance assigned to everyday life made it strange in contemporary China. The contours of the everyday are delightfully vague, and it always exceeds theorizing. For instance, is its privileged place the street or the home? Is it lived largely in institutions that regulate our daily lives, or is it lived between and outside them? Everyday objects and commodities like the potato, the postcard, the clothes, housing, etc., will be analyzed. Fiction by Leo Tolstoy, Franz Kafka, Georges Perec, Manil Suri, Ha Jin, and Banana Yoshimoto, Films by Chantal Akerman, Pedro Almodovar, Benoît Jacquot, and Pierre Jeanet. Art projects that transform the everyday will also be discussed, including those of Sophie Calle, Mary Kelley, Mierle Laderman Ukeles, and Pierre Jeunet. Art projects that transform the everyday will also be discussed; included will be "The State of New York," Sophie Calle (1978), "The Hotel New Hampshire," Mary Kelley and tuple (1990), "Public Service," Mierle Laderman Ukeles (1977), and "La Permanente," Pierre Jeunet (1972). Fiction and films will be discussed in relation to everyday objects and their history, two 3- to 5-page papers, and a 10- to 12-page final paper or creative project
Prerequisites: one 200-level literature course
Enrollment Preferences: Comparative Literature majors
Enrollment Limit: 20
Expected Class Size: 10
Distribution Notes:
meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS
Distributional Requirements:
Division 1
Other Attributes:
FMST Core Courses

Not Offered Academic Year 2017
SEM Instructor: Helga Druxes

WGSS 310 Womanist/Black Feminist Thought
Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309
This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism and black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none

Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Rhon Manigault-Bryant

WGSS 312 An American Family and "Reality" Television (W)
Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316
An American Family was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging "reality" rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television.
In this class, we will view the An American Family series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 16- to 20-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.
Class Format: seminar
Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: junior majors, followed by senior majors
Enrollment Limit: 19
Expected Class Size: 14
Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS
Distributional Requirements:
Division 1
Writing Intensive
Other Attributes:
AMST Arts in Context Electives
ARTH post-1600 Courses
FMST Core Courses

Not Offered Academic Year 2017
SEM Instructor: C. Ondine Chavoya

WGSS 313(S) Gender, Race, and the Power of Personal Aesthetics (D)
Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 326
This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to claim that an easily identifiable "African American," "Latina," "Arab American," or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?
Class Format: seminar
Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course
Enrollment Preferences: Latino/a Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division from Santa Barbara
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Course
LAT requisite Race + Ethnic Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
LEC Instructor: Rhon Manigault-Bryant

WGSS 314 Multicultural Studies (AMST Arts in Context Electives)
Crosslistings: AMST 345
This course focuses on the historical and cultural context of the American arts of the 19th and 20th centuries. By examining American poetry, fiction, theatre, film, popular music, and visual art, we will analyze the ways in which these arts reflect the cultural values, literary forms, aesthetic movements, and historical events of the time. We will also consider the role of the artist in society and the impact of cultural trends on the arts. The course will offer a comprehensive overview of American arts and will be of particular interest to students interested in the arts or in American culture.
Class Format: lecture-discussion
Requirements/Evaluation: evaluation will be based on class participation, three short response papers, and the completion of an original research paper or project
Prerequisites: none

Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors
Enrollment Limit: 25
Expected Class Size: 20
Distributional Requirements:
Division 2
Other Attributes:
AFR Core Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses

Not Offered Academic Year 2017
LEC Instructor: Rhon Manigault-Bryant

WGSS 315 Race and Gender (AMST Critical and Cultural Theory Electives)
Crosslistings: LATS 312/AMST 312/WGSS 312/AFR 325
This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to claim that an easily identifiable "African American," "Latina," "Arab American," or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as activist strategy challenge traditional understandings of feminist political activity?
Class Format: seminar
Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam
Extra Info: may not be taken on a pass/fail basis
Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course
Enrollment Preferences: Latino/a Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements:
Division from Santa Barbara
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Course
LAT requisite Race + Ethnic Studies Electives
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017
WGSS 315 Paris on Fire: Incendiary Voices from the City of Light (1830-2005)

Crosslistings: RFLR 316/WGSS 315

During the 1830s, Balzac described Paris as a “surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world,” but also characterized the French capital as a “land of contrasts,” a “monstrous wonder,” a “moral sewer.” Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris’s urban poor. Since 1889, Paris has been felt as the “City of Light” for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repeatedly sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler’s ominous 1944 question, “Is Paris burning?” and asked: why was Paris burning again at the dawn of the twenty-first century? To answer this question, we will examine the historical literature, films, and photography of the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perez, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, and Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. Taught in German.

Class Format: concurrent seminar/discussion

Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper

Prerequisites: RFLR 201, or 202, or 203; or another RFLR 200-level course; or permission of instructor

Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RFLR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements:

Division 1

Other Attributes:

GBST Urbanizing World Electives

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

WGSS 317(F) The New Woman in Weimar Culture (W)

Crosslistings: GERM 317/WGSS 317

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Schad, Schiele, and Picasso, films by Fritz Lang and George Wulff, poems by Gottfried Benn and Else Lasker-Schüler, and Kurt Tucholsky, novelists by Erich Kästner, Vicky Baum, and Imgrund Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman in various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. Taught in German.

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under WGSS

Distributional Requirements:

Division 1

Writing Intensive

Fall 2016

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Christopher Kone

WGSS 318 Gender Construction in Chinese Art (D) (W)

Crosslistings: ARTH 317/ASST 317/WGSS 318

"One is not born, but rather becomes a woman”—Simone de Beauvoir. This course will investigate how gender and sexuality are constructed and deconstructed in Chinese art. Issues of interest include how gendered space is visualized in Chinese art. Issues of interest include how gendered space is constructed in Chinese painting; how landscape paintings can be decoded as masculine or feminine; and ways in which images of women help construct ideas of both femininity and masculinity. This course will also discuss Confucian literati’s [ideals] of reclusion and homosociality; didactic art for women; images of concubines, courtesans; and lonely women’s isolation and abandonment. For example, while nature is often seen as feminine, Chinese landscape painting may be coded as masculine due to its association with the Confucian scholar’s ideals of eremitism, a means for the cultivation of the mind, and homosociality. On the other hand, the placement of a masculine landscape in feminine space may be seen as rhetorical strategy, accentuating the lonely woman’s isolation and abandonment, which are important tropes in Chinese erotic poetry as well.

This course fulfills the EDI requirement in that it is designed to enable students to study the logic of gender and sexuality in a context different from their own; to see how both genders are constructed in relation to each other, and how they interact in the context of class, ideology, politics, and ideals, as well as how they may complicate one another’s representation in China with those of other cultures, notably Japan and the West. Using both visual art and literature, this course also challenges the gender stereotyping that still exists in current scholarship.

Class Format: seminar/discussion

Requirements/Evaluation: a series of 2-3 page position papers; one 3-4 page 1st oral presentation write-up; one 4-5 page pre-focus/focus paper for exploring the final paper topics; 2 oral presentations; a 12-15 page final research paper; class discussions; active class participation, two short papers, an exploratory essay, and a 12-15 page final research paper

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST or WGSS

Distributional Requirements:

Division 1

Expected Class Size: 20

Other Attributes:

ARTH pre-1600 Courses

Not Offered Academic Year 2017

LEC Instructor: Anne Reinhart

WGSS 319 Gender and the Family in Chinese History (D)

Crosslistings: HIST 319/WGSS 319/ASST 319

Although sometimes described as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of “family” to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this course makes use of anthropological and gender studies methods to analyze both the specificities of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final essay

Expected Class Size: 25

Distributional Requirements:

Division 2

Expected Class Size: 20

Other Attributes:

ARTH East Asian Studies Electives

HIST Group B Electives - Asia

HIST Group P Electives - Premodern

WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

LEC Instructor: Anne Reinhart

WGSS 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

Crosslistings: AFR 320/AMST 320/WGSS 320

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:
Division 2

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

Not Offered Academic Year 2017

SEM Instructor: Rhon Manigault-Bryant

WGSS 321 Recent Continental Feminist Theory: The Enlightenment and its Critics (D)

Crosslistings: PHIL 320/WGSS 321

This course explores developments in recent feminist thought influenced by philosophical currents in France and Germany (poststructuralism and critical theory.) Depending upon the year in which the course is offered, we explore topics such as self and society, sexual difference, embodiment, critiques of reason, the psyche, new materialist theories, queer feminisms, and transnational feminisms. We will read from works by authors such as the following; Sandra Bartky, Iris Young, Judith Butler, Elizabeth Grosz, Luce Irigaray, Jessica Benjamin, Gayle Rubin, Rosi Braidotti, Eve Sedgwick, Lynne Huffer, Sara Ahmed, Jasbir Puar, and Wendy Brown. Fiction and film may also be included.

Class Format: seminar

Requirements/Evaluation: some of the following: frequent short essays, two or three 4- to 5-page essays, class presentations, or a final project in lieu of one of the papers; students in the class will be consulted about alternatives to this plan

Prerequisites: WGSS 101, and a second course in WGSS, or permission of instructor

Enrollment Preferences: Women's, Gender and Sexuality Studies majors and Philosophy majors

Enrollment Limit: 19

Expected Class Size: 8-10

Dept. Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributional Requirements:
Division 2

Exploring Diversity

Other Attributes:
PHIL Contemporary Value Theory Courses
WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Jana Sawicki

WGSS 322T Critical Theory: The Enlightenment and its Citizens (D) (W)

Crosslistings: PHIL 321/WGSS 322

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to mustering the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, and the rights of individuals to liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of war, mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist media. Can the promise of Enlightenment be rekindled?

In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory in the 20th century. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Georgia Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism.

Although we will not directly address diversity issues except insofar as cultural, racial, class, sexual and other differences are bound up within power or domination relations, insofar as the course examines social and political power, oppression and domination, and the possibility or viability of the idea of human emancipation it meets the EDI requirement. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.

Class Format: tutorial, students will work in pairs and meet for 75 minutes each week with the professor

Requirements/Evaluation: each student will write and present a 5- to 6-page paper every other week and a commentary on his or her partner's essay on alternate weeks;

Extra Info: evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings may not be taken on a pass/fail basis

Prerequisites: demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy

Enrollment Preferences: current and prospective Philosophy majors and students with a sufficient background in political or critical theory

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2

Exploring Diversity

Writing Intensive

Other Attributes:
PHIL History Core Courses
WGSS Theory Courses

Not Offered Academic Year 2017

TUT Instructor: Jana Sawicki

WGSS 325 Television, Social Media, and Black Women "Unscripted"

Crosslistings: AFR 325/WGSS 325

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

Class Format: seminar

Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 10 page paper, and a formal class presentation

Prerequisites: none

Enrollment Preferences: first, second, third, and fourth year students. If over enrolled, preference will be given to third and fourth year students

Enrollment Limit: 13

Expected Class Size: 12

Distributional Requirements:
Division 2

Other Attributes:
FMST Core Courses

Not Offered Academic Year 2017

SEM Instructor: VaNatta Ford

WGSS 326(T) Queer Temporalities (W)

Crosslistings: REL 326/LATS 426/WGSS 326/COMP 326

Birth, childhood, adolescence, college, adulthood, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on class attendance, analyses of readings, revisions and presentations

Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper.

Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester.

may not be taken pass/fail or fifth course

Prerequisites: none

Enrollment Preferences: majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements:
Division 2

Writing Intensive

Other Attributes:
AMST Space and Place Electives
LATS Core Electives

Not Offered Academic Year 2017
Spring 2017
TUT Section: T1  TBA  Instructor: Jacqueline Hidalgo

WGSS 327T Foucault (D) (W)
Crosslistings: PHIL 327/WGSS 327
This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance of his work such as: Discipline and Punish, The History of Sexuality (vols. 1-3), and selected interviews and course lectures. We examine debates in the Foucault literature about freedom, power, and the nature of critical theory. This course has been designated EDI because it engages questions concerning power, social differences and social and political freedom.

Class Format: tutorial
Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers), oral presentations of that work, and on oral critiques
Extra Info: may not be taken on a pass/fail basis
Prerequisites: at least two courses in PHIL or WGSS, or permission of instructor
Enrollment Preferences: current or prospective Philosophy and Women's, Gender and Sexuality Studies majors
Enrollment Limit: 10
Expected Class Size: 8-10
Dept. Notes: meets History requirement only if registration is under PHIL

WGSS 328(S) Austen, Eliot, Woolf
Crosslistings: ENGL 328/WGSS 328
At roughly fifty-year intervals, Britain produced three brilliant female novelists — Jane Austen, George Eliot, and Virginia Woolf — who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction — with an emphasis on Austen and Eliot — with special attention to the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is it that understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? How do these authors' preoccupations with interior thought relate to their focus on women's experience? Possible texts include Austen's Emma and Persuasion, Eliot's Middlemarch, Daniel Deronda, and The Lifted Veil, and Woolf's The Waves.

Class Format: seminar
Requirements/Evaluation: one six-eight-page and one ten-twelve-page essay
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL, meets Division 2 requirement if registration is under WGSS

WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322
How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's Venus, David Henry Hwang's M. Butterfly, and Young Jean Lee's The Shipment to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.

Class Format: seminar
Requirements/Evaluation: in-class participation, partner presentation, weekly reading responses, performance analysis, final paper
Extra Info: not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 15
Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

WGSS 331(S) Queer Europe: Sexualities and Politics since 1850 (D)
Crosslistings: HIST 332/WGSS 331
This course explores the construction, articulation, and politics of queer sexual desire in Europe from the later nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to "normalize" and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homosexual organizing and the 1970s Gay Liberation Movement; and the recent politics of gay marriage. The course will focus primarily on Britain, France, and Germany, but also on Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will also be discussed. "Queer Europe" meets the requirements of the Exploring Diversity Initiative insofar as it explores how sexual difference has been constituted, contested, and experienced and how what we assume to be the "sexual norm" has a profoundly political history.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class discussion, the posting of four 500 word response papers, two 6- to 8-page interpretive essays, and a final research paper of approximately 12-15 pages
Extra Info: none
Enrollment Preferences: junior and senior History and Women's Gender & Sexuality majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2017
SEM Section: 01  MR 01:10 PM 02:25 PM Instructor: Chris Waters

WGSS 332 Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945-1990
Croslistings: HIST 333/WGSS 332
A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so-called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades by turning the clock back; finally, throughout this period successive waves of immigration appeared to many to challenge the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.
Class Format: discussion
Requirements/Evaluation: class discussion, two 8-10 page interpretive essays, and a self-scheduled final examination
Prerequisites: none
Enrollment Preferences: junior and senior History and Women's, Gender & Sexuality Studies majors
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017
SEM Instructor: Chris Waters

WGSS 334 Islamic Feminism
Croslistings: REL 332/WGSS 334/ARAB 332
This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.
Class Format: seminar
Requirements/Evaluation: weekly responses, four 2- to 3-page essays
Prerequisites: none
Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors
Enrollment Limit: 15
Expected Class Size: 10
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Distributional Requirements: Division 2
Not Offered Academic Year 2017
SEM Instructor: Saadia Yacoob

WGSS 338 Latina/o Musical Cultures: Sounding Out Gender, Race, and Sexuality (D) (W)
Croslistings: LATS 338/AMST 339/WGSS 338
In this class we will investigate a wide variety of Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o popular music and the iconography of Latina/o dance. We will focus on the following questions, among others: How are the various facets of Latina/o identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the appearance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?
Class Format: seminar
Requirements/Evaluation: class participation, one semester-long original research project conducted in stages
Extra Info: may not be taken on a pass/fail basis
Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students
Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority
Enrollment Limit: 12
Expected Class Size: 12
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
GBST Borders, Exiles + Diaspora Studies Electives
LATS Core Eleven Electives
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses

Not Offered Academic Year 2017
SEM Instructor: Maria Elena Cepeda

WGSS 339 Stereotypes, Prejudice, and Discrimination (D) (W)
Croslistings: PSYC 341/WGSS 339
This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We will also consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.
Class Format: empirical lab course
Requirements/Evaluation: weekly brief papers, oral reports, two longer papers
Prerequisites: PSYC 201 and 242
Enrollment Preferences: senior, then junior Psychology majors
Enrollment Limit: 16
Expected Class Size: 16
Distributional Requirements: Division 2
Exploring Diversity
Writing Intensive
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
ASAM Related Courses
PSYC Area 4 - Social Psychology
PSYC Empirical Lab Course
TEAC Related Courses

Not Offered Academic Year 2017
LEC Instructor: Steven Fein

WGSS 341 Cinematic Representations of Work and Migration after the Wall
Croslistings: COMP 341/WGSS 341
The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Mellitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: Illegal, Working Man's Death, NordSud.com, Lichter (Lights), Code Unknown, The Flower Bridge, Occident, Since Olar Left, Losers and Winners, Whore’s Glory, Le Havre and Time Out.
Class Format: seminar
Requirements/Evaluation: active class participation, two short papers, an oral presentation, and a final paper
Extra Info: may not be taken on a pass/fail basis
Prerequisites: a 200-level ENGL or COMP course, or permission of instructor
Enrollment Preferences: Comparative Literature and Women's Gender & Sexuality majors
Enrollment Limit: 19
Expected Class Size: 10
WGSS 342(S) American Genders, American Sexualities (D)
Crosslistings: ENGL/WGSS 342/AMST 341
This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two culturally rich periods—roughly 1880-1940 (when the terms “homosexual” and “heterosexual” came to connote discrete sexual identities), and the contemporary context of the “postmodern” 21-century—we will explore what it means to read and theorize “queerly.” Among the questions we will ask: What counts as “sex” or “sexual identity” in a text? Are there definable lesbian, gay, bisexual, queer or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has “queerness” proven to be such a powerful and sometimes powerfully contested concept? We will also explore what it means to think about specific historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, and critical theorization, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.
Class Format: discussion/seminar
Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors and/or students interested in WGSS
Enrollment Limit: 25
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses

Spring 2017
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Kathryn Kent

WGSS 343T(S) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W)
Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343
This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include works by authors such as D’Emilio et al., Intimate Matters; Hartman, Scenes of Subjection; Smith, Killers of the Dream; McGuire, At the Dark End of the Street; and films such as Griffith, Birth of a Nation; Micheaux, Within Our Gates; Gerina, Bush Mama. The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.
Class Format: tutorial
Requirements/Evaluation: weekly primary and response papers
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Preferences: American Studies and Women’s Gender & Sexuality Studies majors and Africana Studies concentrators
Enrollment Limit: 10
Expected Class Size: 8
Distributional Requirements: Division 2
Expanding Diversity Writing Intensive
Other Attributes: AMST Critical and Cultural Theory Electives
WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017
TUT Section: T1 TBA Instructor: Joy James

WGSS 345T(S) Shakespeare’s Women (W)
Crosslistings: ENGL 345/WGSS 345
Shakespeare’s plays portray a remarkably wide range of female characters from serving women to queens, from innocent, subservient young women to powerful authoritative adults. His plays explore female friendships, parents and children, love affairs and marriages, male actors playing female roles and female characters playing male roles. Looking closely at five plays—Twelfth Night, Much Ado Nothing, Hamlet, Macbeth, Antony and Cleopatra—we will examine the ways in which attitudes toward female stereotypes, sexuality, gender, subjectivity, social norms and performance evolve as Shakespeare’s poetic style and dramatic technique mature, and the genre shifts from comedy to tragedy.
Class Format: tutorial
Requirements/Evaluation: active engagement in tutorial sessions, five 4- to 5-page papers, and 5-1 to 2-page responses
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors and prospective majors
Enrollment Limit: none
Expected Class Size: 10
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Writing Intensive
Other Attributes: ENGL Literary Histories A

Spring 2017
TUT Section: T1 TBA Instructor: Iliona Bell

WGSS 353(F) The Brontës
Crosslistings: ENGL 353/WGSS 353
Around 1845, three sisters in a remote town in Yorkshire effectively converted their father’s humble parsonage into a family writer’s colony. In 1847, each published her first novel—two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte’s bestselling love story, Jane Eyre, to the underrated Anne’s brilliant and disturbing anatomy of an abusive marriage, The Tenant of Wildfell Hall; to Emily’s singular masterpiece Wuthering Heights, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell’s acclaimed 1857 Life of Charlotte Bronte, “the first full-length biography of a woman novelist by a woman novelist”, which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Charlotte’s birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.
Class Format: seminar
Requirements/Evaluation: discussion, two critical essays and two short creative pieces
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Preferences: English majors, WGSS majors, seniors
Enrollment Limit: none
Expected Class Size: 25
Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS
Distributional Requirements: Division 1
Other Attributes: ENGL Literary Histories B

Fall 2016
SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Alison Case

WGSS 361T(F) Writing about Bodies (W)
Crosslistings: ARTH 361/INTR 361/WGSS 361/THEA 361
The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to write about bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir autobiogtaphy, and take each as a model through which to write about a person or an object redolent of a person. Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Targhees Garson’s portrayal of Marjorie, Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the 82 Center and works for view at WMCA, as well as selected tapes of live performances as well as films.
Class Format: tutorial
WGSS 370 Women Activists and Social Movements
Crosslistings: INTR 371/AFR 371/PSCL 371/WGSS 370
This seminar examines women's participation in "liberation movements," it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multidisciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid-late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilla Chungara.
Class Format: seminar
Requirements/Evaluation: attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%)
Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor
Enrollment Limit: 19
Expected Class Size: 19
Materials/Lab Fee: none
Distributional Requirements: Division 2

WGSS 376(F) Sex, Gender, and the Law in U.S. History (D)
Crosslistings: HIST 376/WGSS 376/JLST 376
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, contraception, divorce, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on two short (4-5 page) papers; one longer (10-12 page) paper; an in-class presentation, and participation in class discussion
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Preferences: History majors; WGSS majors; Justice & Law Studies concentrators
Enrollment Limit: 25
Expected Class Size: 25
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: HIST Group F Electives - U.S. + Canada
JLST Interdepartmental Electives

Fall 2016
SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Sara Dubow

WGSS 378 The History of Sexuality in America
Crosslistings: HIST 378/WGSS 378
Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes, and technologies have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre-colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality has meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.
Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper
Prerequisites: none
Enrollment Preferences: History majors and Women's Gender & Sexuality majors
Enrollment Limit: 25
Expected Class Size: 20-25
Distributional Requirements: Division 2
Other Attributes: HIST Group F Electives - U.S. + Canada
PHLH Reproductive, Maternal and Child Health
WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017
LEC Section: 01 W 07:00 PM 09:40 PM Instructor: Leslie Brown

WGSS 382 Latina/o Politics (D)
Crosslistings: LATS 382/HIST 382/WGSS 382
This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3-5 pages each), and a final paper (7-10 pages)
Prerequisites: none
Enrollment Preferences: Latina/o Studies concentrators and History majors; open to first year students
Enrollment Limit: none
Expected Class Size: 20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses
Not Offered Academic Year 2017

WGSS 383 Whiteness and Race in the History of the United States (D)
Crosslistings: HIST 383/AFR 383/WGSS 383
As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources. We will also consider music, art and literature in the context of the “standard “historical” texts. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, and race within a U.S. context.
Class Format: discussion
Requirements/Evaluation: evaluation will be based on student participation, three papers, and a brief oral presentation
Prerequisites: none
Enrollment Preferences: History majors and Africana Studies concentrators
Enrollment Limit: 25
Expected Class Size: 15-20
Distributional Requirements: Division 2
Exploring Diversity
Other Attributes: AMST Space and Place Electives
HIST Group F Electives - U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses
Crosslistings: HIST 383/WGSS 383/AMST 383
If race is socially and historically constructed, then the study of race relations in the U.S. extends to the topic of whiteness. And if we are never without the past, then "whiteness" must be a part of current discussions about American political culture, citizenship, and social issues. This course uses the prism of race to explore social, political, and economic development in U.S. history, following the development of "whiteness" through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racial politics and popular culture in the twentieth century, and ends with a look at the current issues. This course is framed by several questions: What about other analytical categories, like gender and class (or region or ethnicity or sexuality)? how have these experiences shaped and been shaped by the racial category of whiteness? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily critiques the roots of racial disparities. This class is not for the faint-hearted. Informed participation is necessary to its success. The course fulfills the requirements for the Exploring Diversity Initiative because it examines the differences and similarities between white Americans and other American cultures, and because it explores whiteness as a prism for understanding the operation of power and privilege in American society.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation and four papers

Enrollment Preferences: students in History, Africana Studies and Women's, Gender and Sexuality Studies

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
WGSS Racial Sexual + Cultural Diversity Courses

WGSS 386 Latinas in the Global Economy: Work, Migration, and Households (D)
Crosslistings: LATS 386/HIST 386/WGSS 386
An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.

Class Format: discussion

Requirements/Evaluation: evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
GBST Borders, Exiles + Diaspora Studies Electives
HIST Group D Electives - Latin America + Caribbean
HIST Group F Electives - U.S. + Canada
LATS Core Electives
WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

SEM Instructor: Leslie Brown

WGSS 389(F) Fiction of Virginia Woolf
Crosslistings: ENGL 389/WGSS 389

*Lets us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including The Voyage Out, Jacob's Room, Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, and Between the Acts, together with selected short fiction and critical essays.

Class Format: seminar

Requirements/Evaluation: discussion, weekly journal, three 4- to 6-page essays

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

Enrollment Preferences: English majors, WGSS majors, seniors

Enrollment Limit: none

Expected Class Size: 25

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements:
Division 1

Other Attributes:
ENGL Literary Histories C

Fall 2016
SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Alison Case

WGSS 396 Modern Pleasure (D)
This course investigates modernist imaginations of pleasure, both sensual and aesthetic, with a particular focus on the ways that modernism's formal strategies might facilitate queer representations of pleasure, intimacy, and desire. In tandem with our discussion of literary form, we will consider the crucial role that visual media, music, and community spaces, like Harlem's cabarets and Natalie Barney's sapphic salon, played in the collaborative production and transatlantic circulation of modernism. Authors likely to be studied include Oscar Wilde, Langston Hughes, Gertrude Stein, Djuna Barnes, Nella Larsen, Radclyffe Hall, and James Baldwin. We will read the work of sexologists and situate modernist literature in relation to early 20th-century scientific conversations about human sexuality and the nature of pleasure. Queer and feminist theory will accompany these texts and provide a framework for our analysis of modernism's queer pleasures. This course satisfies the requirements of the Exploring Diversity Initiative in that it explores modern pleasure and pleasure as historically and geographically specific categories, examines how these categories are socially constructed and contested, and considers the effects of power and privilege on individual sexual experiences.

Class Format: seminar

Requirements/Evaluation: engaged and thoughtful discussion; oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

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

Enrollment Preferences: English majors and/or students interested in gender/queer studies

Enrollment Limit: 25

Expected Class Size: 25

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
ENGL Literary Histories C
WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Margaux Cowden

WGSS 400(S) A History of Family in Africa (D) (W)
Crosslistings: HIST 402/AFR 402/GBST 402/WGSS 400

The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

Class Format: seminar

Requirements/Evaluation: seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: History majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

Other Attributes:
GBST African Studies Electives
HIST Group A Electives - Africa

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Kenda Mutongi

WGSS 402 Global Sex: Identities, Migration, Globalization (D)
Enrollment Preferences: French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

Expected Class Size: 16

Distributional Requirements: meets Division 1 requirement if registration is under RLR; meets Division 2 requirement if registration is under WGSS

Spring 2017

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Brian Martin

WGSS 409(F) Transnationalism and Difference: Comparative Perspectives (D) (W)

Crosslistings: LATS 409/AMST 411/WGSS 409

In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethnico-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethnico-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle East.

Class Format: seminar

Requirements/Evaluation: evaluation to be based on student participation, an original 12-15 page research paper conducted in stages, and peer editing

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Enrollment Preferences: Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 10

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Sara Dubow

WGSS 451 Ideal Bodies: The Modern Nude and Its Dilemmas

Crosslistings: ARTH 451/WGSS 451

Since the nineteenth century, the female nude has been so dominant that the very term "nude" has come to stand for the female body. This course looks at both male and female nudes from the time of the French revolution to the present in order to order how and why this gendering occurred. We will explore the role this gendering has played in opposition to the white western ideal, and thereby exoticized and marginalized. Our prime focus is the work of David, Ingres, Courbet, Gericault, Manet and Renoir but more popular nineteenth-century images as well as selected works by artists working in the twentieth and twenty-first centuries will be discussed.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on biweekly 1-page paper, short reports, an oral presentation and a 10- to 20-page paper

Prerequisites: two semesters of ARTH 101-102-103; permission of instructor required

Enrollment Preferences: junior and senior Art majors, Women's, Gender and Sexuality Studies majors, French majors, and History majors with a concentration in European studies.

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Fall 2016

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Maria Elena Cepeda

WGSS 410(S) Jr/Sr Sem:Discipline and Dissent: The Institutionalization of Women's, Gender, and Sexuality Studies

In the 1970s, student protest movements helped to create the first academic programs in women's studies. Forty years later, what is the relationship of Women's, Gender, and Sexuality Studies to social justice movements and feminist activism? How have social and political changes now have WGSS programs or departments, major organizations like the National Women's Studies Association establish norms for the academic field, and scholars devote entire careers to research on gender and sexuality. In short, WGSS has become part of the institution of higher education. As WGSS has become a discipline, were its activist origins also "disciplined"? Is the academic study of gender and sexuality a fundamental form of political activism, or should it be? Is it possible for an institutionalized field of study to challenge the institutional forms of knowledge and power that subvert systems of oppression? The national resurgence of campus activism makes these questions all the more pressing. In exploring these issues, we will study the history of WGSS programs, the evolving relationship of feminist activism to scholarship, and politics in and of the contemporary university.

Class Format: seminar

Requirements/Evaluation: oral presentation, three reading responses, class participation, and a substantial final research project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: WGSS 101, or instructor permission

Enrollment Preferences: junior and senior WGSS majors

Expected Class Size: 15

Not Offered Academic Year 2017

SEM Instructor: Gretchen Long

WGSS 457 Gender, Law, and Politics in U.S. History

Crosslistings: HIST 457/WGSS 457

This course explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights and obligations such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, and the family. While we will read some court cases, the focus of the seminar is on the broader relationship between law and society. Readings will address not only the history of statutory law, and of the lawsuits and trials testing those laws, but also the social history of the impact of the law and the political history of efforts to change laws.

Class Format: seminar

Requirements/Evaluation: will be based on an extensive (20-25 pages) research paper that makes use of primary and secondary sources, brief papers on the weekly readings, and class participation

Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 10-15

WGS 491(F) Honors Project: Women's & Gender Studies
Women's, Gender and Sexuality Studies honors project.
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Distributional Requirements: Division 2

WGSS 492(S) Honors Project: Women's & Gender Studies
HON Section: 01   TBA   Instructor: Sara Dubow
Fall 2016
Class Format: independent study

WGSS 493(F) Senior Thesis: Women's & Gender Studies
Spring 2017
HON Section: 01   TBA   Instructor: Sara Dubow
Class Format: independent study

WGSS 494(S) Senior Thesis: Women's & Gender Studies
Fall 2016
HON Section: 01   TBA   Instructor: Sara Dubow
Class Format: independent study

WGS 497(F) Independent Study: Women's & Gender Studies
Fall 2016
IND Section: 01   TBA   Instructor: Sara Dubow
Class Format: independent study

The following provides a sample outline of the sequence of courses and experiences that an interested student might take:

PSYC 101 Introductory Psychology (required for further psychology courses)
PSYC 232 Developmental Psychology and/or
PSYC 242 Social Psychology;
PSYC 272 Psychology of Education;
PSYC 327 Cognition and Education;
PSYC 332 Mathematical Development
PSYC 338 Inquiry, Invention and Ideas
PSYC 372 Advanced Seminar in Teaching and Learning
At least one Winter Study in an intensive teaching practicum. The major programs are in Berkshire County (under PSYC) or in New York City (under SPEC), although other opportunities may be listed elsewhere in the Winter Study section of the course catalogue.

No specific major is required to participate in the program—although some lend themselves easily to certification, such as Mathematics, English, Biology, American history, or French, almost all of our majors can provide the basis of teacher certification. Alternatively, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work.

Other courses of interest include:
MATH 285 Mathematics Education
PHIL 331 Contemporary Epistemology
PHIL/AMST 379 American Pragmatism
PSCI 410 Senior Seminar in American Politics; Civic Education in America
PSYC 341/WGSS 339 Stereotypes, Prejudice, and Discrimination
PSYC 350 Child Psychopathology

WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY
Director: Professor GRETCHE LONG

THE PROGRAMME

Williams College offers a year-long program of studies at Oxford University in co-operation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world’s great universities.

Although students on the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organizations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Up to six students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University.

A resident director (and member of the Williams faculty) administers Ephraim Williams House, oversees the academic program, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students on the Williams-Exeter Programme are required to be in residence in Oxford from Thursday, 29 September 2016, until all academic work for Trinity term is complete (potentially as late as at least 24 June 2017) with two intervening vacations between the three terms. Students enroll for the full academic year, which consists of three eight-week terms of instruction: MICHAELMAS TERM (10 October to 2 December 2016), HILARY TERM (16 January to 10 March 2017), and TRINITY TERM (24 April to 16 June 2017). Students are expected to be in residence to write their first tutorial papers in the week before the eight weeks of instruction begin (0th Week) and to remain in residence during the week after the term ends (9th Week) in order to sit final examinations. Between the three terms there are two intervening five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials. Students are required to arrive in Oxford by 29 September 2016 for the ten-day orientation.

THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are usually expected to attend a course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In his or her capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter’s subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student’s tutors, supervise the examinations that students sit at the end of each academic term, and report on each student’s academic progress to the Senior Tutor at Exeter College. There are no “add/drop” periods at Oxford; once a student has secured a tutor to teach that course, students cannot back out or change the University that corresponds to the material being addressed in their tutorials.

WILLIAMS PROGRAM IN TEACHING
Director: SUSAN ENGEL

The program in teaching is designed to enable Williams Undergraduates to study the ideas, questions, and practices involved in good teaching at all levels. The program seeks to promote and facilitate an exchange of ideas about teachers, learners and schools, within and beyond the Williams campus. The program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach. Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers, or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology for instance) and the process of teaching those topics to elementary and high school students. The program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study.
Students are required to enroll in two tutorial courses during Michaemas term and two tutorials during Hilary Term (each consisting of eight individual tutorial meetings and generally requiring the preparation of eight essays). During Trinity Term, students may choose to enroll in either one or two tutorial courses. Although some students take the minimum five tutorial courses, most have enrolled in two tutorials per term for a total of six tutorials over their time at Oxford.

**GRADES AND CREDIT**

Grades for each tutorial course reflect the grade assigned to all eight tutorial sessions, including their related essays, considered together, as well as the grade summary or term examination. A tutorial grade is calculated based on the average of the marks for the term essay and the term examination. Full tutorial credit will be awarded for tutorial courses conducted at Oxford that meet the requirements for a tutorial at Oxford. However, it is strongly recommended that students live in the Williams-Mystic dormitories at Mystic Seaport, a maritime museum, and have full access to world-class maritime collections, a maritime library, a state-of-the-art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tidepools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as celestial navigation, music of the sea, boat building, or small boat handling and sailing. Williams-Mystic seeks places that are willing to try new things in a compelling academic environment. No sailing experience necessary. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Interested students should email admissions@williamsmystic.org, call (860–572–5359), visit the website (http://mystic.williams.edu/), or obtain a Williams-Mystic catalog from the Dean’s office. Applications are on the web and at the Dean’s office.

**MAST 104(S) Oceanography**

**Crosslistings:** GEOS 104/ENVI 104/MAST 104

The oceans cover about 72% of Earth’s surface, yet we know the surface of Venus better than our own oceans floors. Why is that? This integrated introduction to the study of the formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography will be investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

**Class Format:** lecture/discussion, three hours per week; laboratory, two hours per week in alternate weeks/one all-day field trip

**Requirements/Evaluation:** evaluation will be based on two hour exams, lab work, participation in the field trip, and a final exam

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

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

**Enrollment Limit:** 48

**Expected Class Size:** 48

**Distributional Requirements:**

**Division 3**

**Other Attributes:**

ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-C Electives
EXPE Experiential Education Courses

**Spring 2017**

LEC Section: 01 MWF 09:00 AM 09:50 AM Instructor: Mea Cook
LAB Section: 02 M 01:00 PM 03:00 PM Instructor: Mea Cook
LAB Section: 03 W 01:00 PM 03:00 PM Instructor: Mea Cook

**MAST 211(F,S) Oceanographic Processes**

**Crosslistings:** MAST 211/GEOS 210

This course examines ocean and coastal environmental science issues including carbon dioxide and the ocean’s role in climate, El Niño and other ocean-atmosphere oscillations that influence our weather, coastal erosion and other hazards, and fisheries. The focus is on controlling processes with regional comparisons. Blue water oceanography is conducted in the Atlantic and comparative coastal oceanography includes trips to Southern New England shores, and the West and Gulf coasts of the US as part of the Williams-Mystic program.

**Class Format:** lecture/laboratory, including coastal and near-shore field trips, 11 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Extra Info:** offered only at Mystic Seaport

**Distributional Requirements:**

**Division 3**

**Other Attributes:**

ENVI Natural World Electives
ENVS Group EB-B Electives
ENVS Group EG-C Electives
EVST Living Systems Courses
EXPE Experiential Education Courses

**Fall 2016**

LEC Section: 01 TBA Instructor: Lisa Gilbert

Spring 2017

LEC Section: 01 TBA Instructor: Lisa Gilbert

**MAST 226(T) The Oceans and Climate (W)**

**Crosslistings:** GEOS 226/ENVI 226/MAST 226

The oceans are a fundamental part of Earth’s climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate extremes such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth’s history and the ocean’s role in driving, amplifying or dampening the changes, the ocean’s response to anthropogenic greenhouse gas emissions, and the impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean’s influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the
climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems.

Class Format: tutorial

Requirements/Evaluation: each student will write five 5-page position papers; evaluation based on the critical analysis of reading from the scientific literature through writing and discussion

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: GEOS 104, GEOS 210 or permission of instructor

Enrollment Preferences: sophomores and juniors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Distributional Requirement: Division 3

Not Offered Academic Year 2017

TUT: Instructor: Mea Cook

MAST 231(F,S) Literature of the Sea (W)

Crosslistings: MAST 231/ENGL 231

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville’s masterpiece Moby-Dick aboard Mystic Seaport’s historic whaleship, the Charles W. Morgan, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students’ emerging knowledge of maritime history and marine science.

Class Format: small group tutorials with weekly lectures, including coastal and near-shore field trips and ten days at sea

Requirements/Evaluation: regular papers, class participation, journal-writing, and a final paper

Extra Info: offered only at Mystic Seaport

Distributional Requirements:

Division 1

Writing Intensive

Other Attributes:

AMST Arts in Context Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives

Fall 2016

LEC Section: 01 TBA Instructor: Mary Becrow Edwards

Spring 2017

LEC Section: 01 TBA Instructor: Mary Becrow Edwards

MAST 258(S) Coastal Processes and Geomorphology

Crosslistings: GEOS 258/ENVI 258/MAST 258

Can people live safely along the coast? Recent events like Superstorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and leave havoc on our lives and coastal infrastructure. Oceanographers and geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. Helping these growing populations to live safely along the coast requires a detailed understanding of the processes that shape these zones. These processes act across a variety of scales, from decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces-wind, waves, storms, and people—that shape the coastal zone, as well as the geologic processes-sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs-that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include an all-expenses-paid Spring break field trip to the Outer Banks in North Carolina to collect oceanographic and geomorphologic data in conjunction with researchers at the U.S. Army Corps of Engineers Field Research Facility. Labs in the course will focus on analysis of the data collected during the field trip, and data collected previously at the Facility.

Class Format: lecture; will likely be a combination of lectures and discussions

Requirements/Evaluation: problem sets/lab reports, two short tests, and a research project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: GEOS 104 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Distributional Requirement: Division 3

Spring 2017

LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Alex Aposotos

MAST 311(F,S) Marine Ecology

Crosslistings: MAST 311/BIOL 231

Using the principles of evolutionary biology and experimental ecology, this course examines the processes that control the diversity, abundance and distribution of marine organisms. Major marine communities, including estuaries, tide pools, coral reefs, salt marshes, and the deep sea are discussed in detail.

Class Format: lecture/lab, including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

Requirements/Evaluation: two tests, a research project, and a presentation

Extra Info: offered only at Mystic Seaport

Prerequisites: BIOL 101 or GEOS/MAST 104, or permission of instructor

Distributional Requirements:

Division 3

Other Attributes:

ENVI Natural World Electives
ENVS Group EB-A Electives
EVST Living Systems Courses
EXPE Experiential Education Courses

Spring 2017

LEC Section: 01 TBA Instructor: Michael Nishizaki

MAST 351(F,S) Marine Policy

Crosslistings: MAST 351/ENVI 351/PSCI 319

This seminar utilizes the interdisciplinary background of the other Williams-Mystic courses to examine national and international contemporary issues in our relationship with our ocean and marine environment. This seminar takes a topical approach to the study of ocean and coastal law and policy, examining climate change, fisheries, coastal zone management, admiralty law, marine biodiversity, ocean and coastal pollution, and ocean governance.

Class Format: lecture, discussions, guest lectures by active professionals, and includes coastal and near-shore field trips, and 10 days offshore

Requirements/Evaluation: an independent research paper, a presentation, and a final exam

Extra Info: offered only at Mystic Seaport

Dept. Notes: satisfies the Environmental Policy requirement for the Environmental Policy major and the Environmental studies concentration

Fall 2016

LEC Section: 01 TBA Instructor: Michael Nishizaki

Spring 2017

LEC Section: 01 TBA Instructor: Michael Nishizaki

MAST 352(F,S) Americans and the Maritime Environment (W)

Crosslistings: MAST 352/HIST 352

This course examines the impact of the maritime environment (both salt water and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, Americans and the Maritime Environment examines en situ such things as race, gender, revolution, and humankind’s changing relationship with the world’s oceans. Readings in primary sources and secondary works on the social, economic, and technological implications of maritime activities culminate in an original research paper.

Class Format: lecture/discussion, including coastal and near-shore field trips, 10 days offshore, and an independent, primary source research project

Requirements/Evaluation: two papers, and short presentation, and final exam; Student paper will be a 5-page minimum and a 15-page minimum essay; the 15-page paper will be critiqued in three steps, as a proposal, a draft, and a final paper, with attention to reasoning and style
MAST 397(F) Independent Study: Maritime Studies
Maritime Studies independent study.

Class Format: independent study

Distributional Requirements:
Non-divisional

Fall 2016
LEC Section: 01  TBA  Instructor: Glenn Gordinier

Spring 2017
LEC Section: 01  TBA  Instructor: Glenn Gordinier

MAST 398(S) Independent Study: Maritime Studies
Maritime Studies independent study.

Class Format: independent study

Distributional Requirements:
Non-divisional

Spring 2017
IND Section: 01  TBA  Instructor: Ronadh Cox

MAST 402(S) Senior Seminar: Perspectives on Environmental Studies

Crosslistings: ENVI 402/MAST 402
The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways in which humans interact with diverse environments at scales ranging from local to global. As the capstone course for Environmental Studies and Maritime Studies, this seminar will bring together students who will have specialized in the humanities, social studies and/or the sciences and will provide an opportunity for exchange across these disciplinary streams. Readings and discussion will be organized around the common theme of climate change. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice.

Class Format: seminar

Requirements/Evaluation: evaluation is based on active participation, discussion leading, several smaller assignments and capstone project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ENVI 302 or MAST 351 Maritime Policy or permission of instructor

Enrollment Preferences: limited to senior Environmental Policy and Environmental Science majors and Environmental Studies and Maritime Studies concentrators

Enrollment Limit: 20

Expected Class Size: 19

Dept. Notes: required course for students wishing to complete the Environmental Policy & Environmental Science majors and the Environmental Studies or the Maritime Studies concentrations

Distribution Notes: no division 1, 2 or 3 credit

Distributional Requirements:
Non-divisional

Other Attributes:
ENVI Core Courses
ENVP Core Courses
ENVS Core Courses
SCST Elective Courses

Spring 2017
SEM Section: 01  MR 01:10 PM 02:25 PM  Instructor: Pia Kohler

MAST 493(F) Senior Thesis: Maritime Studies
Maritime Studies senior thesis.

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements:
Non-divisional

Fall 2016
HON Section: 01  TBA  Instructor: Ronadh Cox
All students who will be on campus during the 2016-2017 academic year must register for WSP. Registration will take place in the early part of fall semester. If you are registered for a song of Winter Study to which you must be continued, through Winter Study by departmental rules, you will be registered for your Winter Study Project automatically. In every other case, you must complete registration. First-year students are required to participate in a Winter Study that will take place on campus; they are not allowed to do '99's.

Even if you plan to take a '99, or the instructor of your first choice accepts you during the registration period, there are many things that can happen between registration and the beginning of Winter Study to upset your first choice, so you must list five choices. You should try to make one of your choices a project with a larger enrollment, not that it will guarantee you a project, but it will increase your chances.

If you think your time may be restricted in any way (ski meets, interviews, etc.), clear these restrictions with the instructor before signing up for his/her project. Remember, for cross-listed projects, you should sign up for the subdepartment in which you want to do "99. For many beginning courses, you are required to take the WSP Sustaining Program in addition to your regular project. You will be automatically enrolled in this Sustaining Program, so no one should list this as a choice. The grade of honors is reserved for outstanding or exceptional work. Individual instructors may specify minimum standards for the grade, but normally, fewer than one out of ten students will qualify. A grade of pass means the student has performed satisfactorily. A grade of perfunctory pass signifies that a student's work has been satisfactorily completed but just adequate to deserve a grade of pass. Although if you have any questions about a project, see the instructor before you register. Finally, all work for WSP must be completed and submitted to the instructor no later than January 26, 2017. Only the Dean can grant an extension beyond this date.

### WINTER STUDY '99’s

Sophomores, juniors and seniors are eligible to propose "99’s," independent projects arranged with faculty sponsors, conducted in lieu of regular Winter Study courses. Perhaps you have encountered an interesting idea in one of your courses which you would like to study in more depth, or you may have an interest not covered in the regular curriculum. In recent years students have undertaken in-depth studies of particular literary works, interned in government offices, assisted in foreign and domestic medical clinics, conducted field work in economics in developing countries, and given performances illustrating the history of American dance. Although some of these projects involve travel away from campus, there are many opportunities to pursue intellectual or artistic goals here in Williamstown.

99 forms are available online: [http://www.williams.edu/Registrar/winterstudy/99direct.html](http://www.williams.edu/Registrar/winterstudy/99direct.html)

The deadline for submitting the proposals to faculty sponsors is September 29, 2016.

### AFRICANA STUDIES

**AFR 15 Ishmael Reed, Multiculturalist and Satirist (Same as ENGL 15)**

To be taken by students registered for American Studies 491 or 492.

**AFR 17 Writing in the Margins: Playwriting as Plagiarism (Same as THEA 17 and WGSS 17)**

To be taken by students registered for Anthropology 493-494.

**AFR 24 Touring Black Religion in the 'New' South (Same as ENVI 24 and REL 24)**

In February of 1927 anthropologist Franz Boas asked folklorist Zora Neale Hurston to identify an ideal location in which to study and collect data about "Negro culture in the South." Hurston’s reply, without hesitation, was the central and gulf coast of Florida because she believed there, “it was possible for [her] to get a cross section of the Negro South in one state.” Hurston traveled directly to Eatonville, the town she eventually claimed as her birth home, and for over a decade, utilized the information she collected as the backdrop to her fiction as well as her nonfiction explorations of Black religion. Taking Hurston’s lead, this course (the first team-taught winter travel study offered solely by Africana Studies faculty) will utilize Florida’s gulf coast as the backdrop to exploring the diverse manifestations of modern black religious expression. Because of its diverse geographical, political, social, and economic contexts, Florida has historically been characterized as a “new South” with distinctive cultural expressions. With this history in mind, this course will address four critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion; (3) How do Black communities see themselves in relation to broader social concerns? and (4) How, if at all, is religious expression in Florida unique?

In addition to these questions, we will travel to Florida’s west coast and visit three different church communities to understand Black Protestant religion as currently expressed in the ‘New South.’ This includes Bryant Chapel Christian Methodist Episcopal Church in Okeechobee County; an ever-evolving Baptist church in Tallestee Florida; Old Landmark Cathedral Church of God in Christ (COGIC), a Pentecostal-Holiness church in St. Petersburg, Florida; and Revealing Truth Ministries, a mega-church in Tampa, Florida. As participant-observers we will take part in worship services, and when possible, interview local residents about the role each church plays in its respective community. In addition to learning about Black religion along the western coast of Florida through participant observation, students will visit and tour local historical sites significant to Black religious’ experiences, and will meet with local academics, archivists, and leaders. These will include: touring the Zora Neale Hurston National Museum of the Arts in Eatonville, visiting the Public Archaeology Lab at New College of Florida with Professor Uzi Baram; holding conversations about doing ethnographic work with author and scholar Robert Hayden; and touring the Family Heritage Museum at the State College of Florida with Freddie Brown and Kathie F. Marsh. Surveying Black history archives was especially important in the previous iteration of the course because they enlivened the historical and ethnographic literatures the students read.

In addition to their roles as participant observers, students will have access to an electronic reading packet that will ground them briefly, though comprehensively, on Florida’s history, ethnographic methods, and Black religious expressions. We will also use sources that contextualize church responses to current social concerns such as environmental racism, homelessness, and health care. A completed draft of the course reading packet is provided in the itinerary below.

**Method of evaluation:** An electronic field journal, participation in weekly colloquium discussions, and a 10-page reading response paper due by January 26, 2017.

**Enrollment limit:** 8

**Method of selection:** We will review application essays and hold interviews with the top 10 applicants; preference will be given to majors and concentrators in Africana Studies, Religion, and Environmental Studies; priority will also be given to students with a background in ethnographic methods.

**Cost per student:** $3400

**Instructors:** Jonathan L. Davis and Rhon Manigault-Bryant

### AMERICAN STUDIES

**AMT 10 North Adams, Massachusetts: Past, Present, and Future (Same as HIST 10)**

See under HIST 10 for full description.

**AMT 11 Feminist Perspectives on Latinas in Popular Media (Same as LATS 11 and WGSS 11)**

See under LATS 11 for full description.

**AMST 15 Contemporary Songwriting (Same as MUS 15)**

See under MUS 15 for full description.

**AMST 30 Senior Honors Project**

To be taken by students registered for American Studies 491 or 492.

### ANTHROPOLOGY/SOCIOLGY

**ANTHROPOLOGY**

**ANTH 31 Senior Thesis**

To be taken by students registered for Anthropology 493-494.

### SOCIOLOGY

**SOC 13 Humanity 2.0: Humans, Transhumans, Posthumans**

This course will invite the students to explore the so-called “transhumanist movement” and its overriding aim: the realization, through highly speculative technoscientific means, of an enhanced or even postbiological existence; the so-called “posthuman condition.” Humanity 2.0. Students will read primary transhumanist texts and critical scholarship on the movement, and will engage with related works of science-fiction film and literature. Considerable attention will be devoted to the figure of the cyborg, space exploration/colonization, the so-called “technological singularity,” artificial intelligence, mind-uploading, nanotechnology, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have come to operate as powerful channeling agents for the very sorts of (magical) beliefs, practices, and forms of (apocalyptic) expectation that theorists of secularization expected modernity to displace.

**Method of evaluation:** one of the following: 10-page paper; 5-page paper and presentation or performance; 2-3 short papers

**Prerequisites:** an interest in science fiction and/or science and technology studies

**Enrollment limit:** 20

**Meeting times:** 11am-1pm, TWR

**Cost per student:** $25

**Instructor:** Grant Shoafstall

**SOC 14 Epidemiology, Public Health, and Leadership in the Health Professions (Same as PHIL 14)**

After an introduction to the tools and research strategies of epidemiology — the study of disease and disability in human populations — in answering critical questions in etiology, prevention, public health and illness care/clinical medicine, the course will turn to a series of seminars on current epidemics to illustrate these activities in action. Some of the epidemics to be considered by analysis of current papers in the public health literature include C-section, Zika and microcephaly, sports injury, including concussion, toxic shock, and the spread of HIV. Interwoven into these classes will be aspects of leadership that...
differ from leadership in politics or business. The class will be exposed to a wide variety of leadership styles and effective primary prevention strategies. There will be assigned readings, active class discussions, unknown epidemic analyses and presentations, and background journal publications to read and present as part of the series of seminars at the end of the course.

**Method of evaluation:**
class participation, quality of assigned presentations, and a 5- to 10-page paper on a public health topic of interest

**Prerequisites:** a completed course in biostatistics will be advantageous

**Enrollment limit:** 12

**Meeting times:** all interested students will be interviewed by the instructor

**Cost per student:** $75

**Instructor:** Nicholas Wright

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**SOC 15 Photographic Literacy and Practice**

When you look at a photograph, what is it really saying? How can you make a photograph that says what you mean? This course will educate students on the concepts of photographic seeing and visual literacy, while also training students to apply these concepts to their own photography. The class will meet three times per week — I propose Mondays and Fridays from 10am-12pm and Wednesdays from 1pm-5pm. Outside of class, students will be expected to photograph on their own in the Williamstown area and access to a car may be helpful. Outside of class readings will consist of one book, “How to See the World,” by Nicholas Mirzooff and many shorter writings and videos which are available online. In class we will review photobooks from my own collection and discuss how a well sequenced body of work can be greater than the sum of its parts. Students will learn to defend their work during in-class critiques, and at the end of the course the class will produce an exhibition of their photography. Students must own a digital camera. A DSLR with a 35mm lens is ideal, but compact cameras will also work.

**Method of evaluation:** final photographic essay

**Prerequisites:** none

**Enrollment limit:** 12

**Meeting times:** preference is given to seniors

**Cost per student:** $70

**Instructor:** Benjamin Brody

Ben Brody is a Massachusetts-based photojournalist and exhibiting artist who has focused primarily on the aftermath of the Sept. 11, 2001 attacks. For more than ten years he has photographed the American wars in Iraq and Afghanistan while pioneering a unique visual approach conveying the absurdity and unintended consequences of those wars.

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**SOC 16 Humans of the Berkshires**

Staying in Williamstown but yearning to get outside the “Purple Bubble”? This course will involve students in constructing a website devoted to the “Humans of the Berkshires,” inspired by Brandon Stanton’s Humans of New York. The experience will be hands-on and student-driven as we venture beyond the Williams campus to conduct interviews, take photographs, and engage more deeply with the surrounding community. We’ll unfurl our efforts in accordance with common themes, beginning with “Williamstown Beyond the College,” “Deindustrialization in the Berkshires,” and “The Creative Economy,” and conclude with other issues that interest enrolled students. Along the way, we’ll reflect on the intellectual, emotional, and ethical dimensions of our work by examining existing digital storytelling projects and public responses to them. Why has Humans of New York had such resonance and inspired so many conversations? What critiques has it generated and why? What social and emotional connections does digital storytelling create (or fail to create)? What ethical considerations should inform digital storytelling? How does it differ from established academic approaches to social research (e.g., ethnography, in-depth interviewing, oral history) and from traditional journalism? Students should be prepared to participate vigorously in class discussions and to spend time outside of class engaging with existing digital storytelling projects and conducting interviews in the surrounding community.

**Method of evaluation:** public opening of the installation. The installation itself will continue to grow and change through the 2016-2017 academic year as the broader project unfolds on campus.

**Meeting times:** mornings

**Cost per student:** $15

**Instructor:** Christina Simko

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**ARTH 14 Basquiat and Defacement: Conceptualism, Black Lives Matter and Black Identity**

This course capitalizes on the short-term presence of a painting by Jean-Michel Basquiat at the Williams College Museum of Art. Defacement (The Death of Michael Stewart) centralizes police brutality and state violence in a way that demands a rigorous examination of how a painter — in this case, Basquiat — internalizes the social politics of the time and the explicitness of violence to turn it into art. And this question is particularly important as Defacement is one of the rare treatises in Basquiat’s oeuvre of violence which cannot be metabolized into “nobility”, one of the artist’s favorite subjects. In an attempt to understand why Basquiat chose such a strong departure for Defacement, we will look at Goya’s Disasters of War and Picasso’s Guernica (Basquiat’s favorite painting). From there, we will use these to understand how Defacement not only reflects the national conversation about police brutality, but how the idea of Basquiat as a Conceptual artist informs contemporary and Millennial Black identity in the backdrop of high rates of police brutality and the Black Lives Matter movement. Class will meet 6-10 hours per week.

**Method of evaluation:** 5-page paper and final presentation

**Prerequisites:** none

**Enrollment limit:** 12

**Meeting times:** statement of intent

**Cost per student:** $100

**Instructor:** Chaedria LaBouvier

Chaedria LaBouvier is a 2007 graduate of Williams College and contributing writer for Elle, Medium and Glamour where she focuses on pop-culture, police brutality and politics. She is a co-founder of Mothers Against Police Brutality and is writing a narrative non-fiction about police brutality, social media and the Black Lives Matter movement.

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**ARTH 15 Public Art and Climate Change: Ghana ThinkTank and the Making of a Museum Installation (Summer as ARTS 15)**

In this course students will work directly with members of the artist collective Ghana ThinkTank to design and implement an installation at the Williams College Museum of Art. Students will play an integral role at a key moment in a year-long project that brings Ghana ThinkTank and Williams College together to tackle climate change. Ghana ThinkTank is an international collective that “develops the first world” by flipping traditional power dynamics, allowing the “third world” to intervene in the lives of the people living in the so-called “developed” world. Ghana ThinkTank collects problems from communities throughout the USA and Europe, and sends them to think tanks they have created in “developing” communities. The think tanks — which include a group of bike mechanics in Ghana, people who run a rural radio station in El Salvador, and Sudanese refugees seeking asylum in Israel, among others — propose solutions that are then implemented in the “first world”. This innovative approach to public art reveals blind spots between otherwise disconnected cultures, challenges assumptions about who is “needy,” and turns the idea of expertise on its head. In this winter study, we’ll consider a range of exhibition making and interpretive approaches, and use a variety of sculptural skills and DIY strategies.

The resulting museum installation in WCMA’s Rotunda will function as both an active workspace and display to engage the public with Ghana ThinkTank’s project at Williams. It will serve to reveal the range of climate change-related problems submitted by members of our community, and invite visitors to submit their own problems, observe the think tanks in discussion, and sign up to be involved in implementing their solutions. The course will culminate with a public opening of the installation. The installation itself will continue to grow and change through the 2016-2017 academic year as the broader project unfolds on campus.

**Meeting times:** about 6 hours per week initially, more as we build physical components) to discuss readings, craft design approaches through ideation and iteration, and hold work sessions with Ghana ThinkTank artists and museum staff.

**Cost per student:** $100

**Instructor:** Sonnet Coggins

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**ARTH 16 Intro to Fashion Studies (Same as COMP 16 and GERM 16)**

See under GERM 16 for full description.

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**ARTH 31 Senior Thesis**

To be taken by students registered for ARTH 494.

**Method of evaluation:** participation, public exhibit and short 2- to 3-page page paper

**Enrollment limit:** 10

**Meeting times:** statement of intent

**Cost per student:** $30

**Instructor:** Chavoya

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**ARTH 33 Honors Independent Study**

To be taken by candidates for honors by the independent study route.

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**ART STUDIO**
This course is practical: artists and non-artists will be invited to test the boundaries between art and everyday life, between seeing and hearing, that emerged from twentieth-century avant-garde movements. The chief purpose of this course is practical: artists and non-artists will be invited to test 

The environment in which the figure exists tells as much about our intentions for a drawing as how we construct the figure itself (i.e. do we want the confrontation of a shallow space, or the greater narrative potential of a deeper space?). The course will stress individual critiquing by the instructor in a workshop environment. Different students may be working on different projects and at different skill levels. Although a model (we will use both male and female models) will be available most classes, we will also learn how to work with the figure without having to rely on an actual person being present in front of us. It is important as artists to have the ability and confidence to alter your work, to respond to your drawing's needs. This may require actions beyond just direct observation. Drawing is a dialogue between you and your "surface". You make a mark and then you respond. This "give and take" is essential to the creative process. Many graphic mediums will be introduced (i.e. charcoal, conte, wax, graphite, ink). There will be a demonstration the first day of class for students uncertain of telling a story with the drawn image.

Independent project to be taken by candidates for honors in Art Studio.

Instructor: Matthew Anderson

Matthew Anderson is a multimedia artist and has worked in sound, performance, and installation since 1993. He studied at the Studio for Interrelated Media at the Massachusetts College of Art and has exhibited and performed in venues including the Centre for Contemporary Arts, Glasgow, UK; TMuna Theatre, Tel Aviv, Israel; and Festival Ecuatoriano de Musica Contemporanea, Quito, Ecuador.

ARTS 12 Narrating the Figure through Drawing

This course is a hybrid of independent study and classroom work for students with some experience in painting. The goal of the course is to develop individual style and concept while improving technique. The class meetings will focus on technical improvement. The emphasis of the course, however, will be on the independent project, in which students are free to develop style and content and create a series of paintings to be exhibited in the Wilde Gallery. Experimentation and risk taking will be rewarded! We will meet three times a week, once in small tutorial groups to develop and critique individual projects and twice as a full class for 2 and a half hours of instruction in representational figure painting and abstraction. We will also visit our local museums to study paintings and drawings as an introduction to acrylic or oil paint for the term and are responsible for gathering paint, brushes, medium, thinner, gloves, palette and palette knives before the first class meeting. Paper, canvases, gesso and charcoal will be supplied and the cost will be added to the term bill.

Method of evaluation: weekly critiques, portfolio review, and exhibition in the Wilde Gallery

Prerequisites: ARTS 241; if you have not taken Arts 241, please send via email 5 images of paintings to the professor for review

Enrollment limit: 10

Method of selection: seniors and juniors will have priority

Meeting times: Monday, Tuesday, Wednesday, 1:00 to 3:30

Cost per student: $350

Instructor: Michael Glier

ARTS 18 Wood and Woodturning (Same as PHYS 18)

See under PHYS 18 for full description.

ARTS 31 Senior Studio: Independent Project Art Studio

Independent project to be taken by candidates for honors in Art Studio.

Instructor: Podmore

ASIAN STUDIES

ASST 12 The East is Red? — Socialism in Asia (Same as HIST 12 and PSCI 12)

This course provides a historical and political overview of socialism in Asia from the 1910s to the present. It examines the spread and influence of Marxism in Asia, the policies of socialist states and movements in relation to decolonization, the Cold War, and the Sino-Soviet split, and the marriage between market reforms and ostensibly socialist governments in the present day. In addition to looking at the socialist governments of China, Mongolia, North Korea, Vietnam, Laos, and Cambodia, we will examine cases of "unsuccessful" socialist movements in Japan, Indonesia, Nepal, and India. Class materials include memoirs of survival by non-state actors, the writings of socialist leaders (Mao Zedong, Ho Chi Minh, Kim Il Sung, etc.), and cultural constructions such as revolutionary theatre, songs, and contemporary films. We will also engage secondary scholarship that deals with Asian approaches to modernity, the use of revolutionary and state violence, and gender relations under socialism. Questions that will be addressed include: Why did Marxism, a Eurocentric theory of revolution intended for advanced capitalist societies, find such resonance in Asia? How was Marxism adapted for an Asian environment? Twenty-five years after the fall of communism, why have Asian socialist states remained in power? And in the scales of history, how should we account for the effects of socialism in Asia?
CHINESE
CHIN S.P. Sustaining Program for Chinese 101-102

CHIN 13 Tai Chi
Tai Chi is a popular form of physical exercise. This class will teach students the 24 movements of Yang style Tai Chi and the auxiliary qigong skills. It will also introduce students to the history of the development of Tai Chi and the Chinese cultural values embedded in it. Combining in-class practice, assigned readings, and multimedia medium, students are expected to be able to complete the movements learned in class and self-practice them out of class at their wish. The class will meet three times a week for two hours each time. Attendance will be taken in class. Students will write a 500-word essay that demonstrates their understanding of the cultural aspects of Tai Chi.

Course Materials: Students should come to class in work-out clothing. Reminder: If you have any medical conditions, be sure to consult your health professional that learning Tai Chi is appropriate for you, and let the instructor know about your conditions.

Method of Evaluation: Evaluation will be based on attendance, effort in class, a 5-page short paper discussing the cultural aspects of Tai Chi, and a final demonstration that shows students can complete all learned movements with precision and coherence.

Prerequisites: none
Enrollment limit: 20
Method of selection: seniors and Asian Studies students are selected before other students
Meeting times: afternoons
Cost per student: $0
Instructor: Younli Shi
Younli Shi has been teaching Tai Chi for twenty years. She is an adjunct faculty in the Department of Physical Education at MCLA and teaches Tai Chi classes in North Adams, Adams, and Williamstown.

CHIN 16 Active In and Out: Translation, Migration, and Transformation in Asian Theatres (Same as THEA 16)
It is intriguingly difficult to define the temporal and regional features of “Asian Theatres” in today’s world. Old legends come to life on the contemporary stage; avant-garde experiences from one era/area are transformed into established traditions; movements between nations are amplified by the media. The academic liminality of Asian Theatres is addressed in this course through the ventures of reading, watching, and play-making. Materials engaged will cross and challenge historical demarcations, geographical boundaries, and media specificities. We will first explore the metamorphoses of “Madam White Snake” from a Chinese oral legend, to a Korean-Japanese-Chinese meme in the late 1950s and early 1960s, to contemporary productions (a theatre by Mary Zimmerman and a Hong Kong film by Hark Tsui) and White Snake-themed tourist sites that reflect creative cultural entrepreneurship. Then, we will approach through close, deep, and cold readings contemporary plays about interculturality written by the established Asian American playwrights Young Jean Lee and Philip Kan Gotanda as well as the emerging Sinophone playwright Zhu Yi. The course will end with rehearsals and a public performance (short dramaturge practice/custom design paper); 3) one of the following individual/group “play-making” activities to prepare for the public performance (short dramaturge practice/custom design with limited budget/choreograph design/blocking practice), and 4) carrying out the final production.

Method of evaluation: 1) active class participation; 2) three short writing assignments (consisting of blurts for theatre/film promotion; one 1- to 2-page response to promotions published in another theatre or media arts related publication; one 2-page paper); 3) one of the following individual/group "play-making" activities to prepare for the public performance (short dramaturge practice/custom design with limited budget/choreograph design/blocking practice), and 4) carrying out the final production.

Prerequisites: none
Enrollment limit: 15
Method of selection: slight preference to students who are interested in play formation and/or Asian Studies; first-year and sophomore students are encouraged
Meeting times: mornings
Cost per student: $25
Instructor: Man He

CHIN 24 Taiwan Study Tour
Interested in learning firsthand about Taiwanese culture and becoming acquainted with the so-called Taiwan (economic and political) “miracle”? Want to learn or improve your knowledge of Mandarin, the language with the largest number of native speakers? Then join us on this 24-day study tour to Taiwan, Republic of China. We’ll spend the first two weeks in Taipei, the capital city, which has 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Mandarin Center of National Taiwan Normal University. After class each day, we’ll meet as a group for lunch at popular local restaurants. In between these classes, students will visit to cultural and economic sites of interest will be scheduled for some afternoons and Saturdays, with other afternoons, evenings, and Sundays free for self-study and individual exploration. During the last week, we’ll travel to central and southern Taiwan, staying at youth hostels or small hotels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience.

Method of evaluation: active participation in all scheduled activities, quality of work in the language course, 10-page paper
Prerequisites: none; not open to first-year students
Enrollment limit: 10
Method of selection: based on applicant’s statement of rationale and goals for wishing to participate; CHIN and ASST majors without previous experience in Taiwan will be given priority
Cost per student: $3,050
Instructor: Cornelius C. Kubler

CHIN 31 Senior Thesis
To be taken by all students who are candidates for honors in Chinese.

JAPANESE
JAPN S.P. Sustaining Program for Japanese 101-102

JAPN 11 The Japanese POW Camp in Film
During the Pacific War in the East, the pace of territorial conquest required the Japanese Imperial Army to overwhelm and overcome every colonial power in its wake, even the Americans in the Philippines under General Douglas MacArthur — all fell like dominoes. The Japanese seemed indomitable. Once conquered in these former colonies, the Japanese set up their infamous POW camps that housed tens of thousands of surrendered allied soldiers. But Japan was not a signatory to the Second Geneva Convention of 1929 protocols governing the Treatment of Prisoners of War. Consequently, POWs were not inovitated but stripped of any protective status as soldiers and treated as slaves, subject to the whims of brutality, incessant work in harrowing conditions and relentless, inhumane abuses. This was the conqueror’s hallmark.

As a film course we will focus on this unending existential ordeal of merciless mistreatment specific to the POW camps in each film, films that are rooted in eyewitness accounts of former POWs who were reduced to wretched skeletons in rags, emaciated beings, some, who because of their resilient spirit and stoicism bore the brunt of savagery by their captors.

The academic thrust of this class will be to address questions of moral conduct that the films’ sordid imagery evokes: How can one explain the scale of mistreatment so rampant and repellant in Japanese POW camps? Was it rational, or did it fit the behavior of Japanese soldiers as John Dower argues in his book, War Without Mercy? Or, can we attribute the flagrant violations of so-called Western “norms” and values of civilized behavior to the deeply ingrained authoritarian ideology of bushido, the code of the samurai, which defined Japan as a superior race? Was there a dehumanization that prevailed in the camps a matter of a perversion of bushido or, simply errant and renegade indiscipline, meant to degrade and demoralize any vestige of resistance? Then, was it something else, something more, ingrained, moral, deviant, and indelible, a Japaneseess, a cultural physiology that was both empirically and ideologically the essence of racial superiority, or even their belief in imperial divinity and destiny?

Method of evaluation: each film will require a 4- to 5-page reaction in addition to class participation; attendance is mandatory.

Prerequisites: none
Enrollment limit: 20
Method of selection: first come, first served
Meeting times: afternoons
Cost per student: $0
Instructor: Frank Stewart

I spent fourteen years in the Faculty of Law at Hiroshima Shudo University in Hiroshima, Japan. I lived within a fifteen-minute walking distance of Heiwa Koen, the peace park where the atomic bomb was detonated.

JAPN 25 Kyoto Artisans: Exploring 1200 years of Cultural History of Kyoto thorough Modern Craftsmanship
Kyoto, the former and innovative capital of Japan has 1200 years of history. It is called Japan’s cultural treasure house and thrives on its ancient heritage in architecture, gardens, religion, performing and culinary arts and craftsmanship. Yet Kyoto’s appearances can be deceiving. At a glance, its traditional architectures, sacred shrines and temples are absent as they are tucked away behind tall buildings and busy commercial storefronts. In Kyoto, you will find a monumental temple designated as a UNESCO World Heritage site under the shadow of ultramodern high-rising buildings. There is an immense tension between old and new. The city, with its culture, their character, the sense of racial superiority, or even their belief in imperial divinity and destiny?

The purpose of this travel course is to explore the cultural history of Kyoto and how traditional craftsmanship is perpetuated and transformed in a modern era as the city of Kyoto developed. Students will visit Kyoto artisans at their studio and through a discourse with thriving artists, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization.

The first week of the course is conducted on campus. Students will intensively study the cultural history of Kyoto with readings, films and discussion. Also in pairs, they will conduct research on one selected area of Kyoto craftsmanship to which they will be responsible to educate the entire group for the onsite visit in Kyoto. Then, for the second and third week, the class will travel to Kyoto. We will first visit historic sites to learn the context of Kyoto’s development and through a discourse with thriving artists, they will arrive at their own conclusions. The class will travel to and through a discourse with thriving artists, and visit their studio and workshops. We will also visit the temples that have been designated as UNESCO World Heritage Sites.

Method of evaluation: active participation in all scheduled activities, quality of work in the language course, 10-page paper
Prerequisites: none
Enrollment limit: 30
Method of selection: first come, first served
Meeting times: afternoons
Cost per student: $0
Instructor: Frank Stewart

I spent fourteen years in the Faculty of Law at Hiroshima Shudo University in Hiroshima, Japan. I lived within a fifteen-minute walking distance of Heiwa Koen, the peace park where the atomic bomb was detonated.
Students are expected to participate in all the scheduled activities, keep a daily journal and share in daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern craftsmanship to the local community and the Kyoto artisans at a public forum. The class will return to campus on the fourth week and conduct a PowerPoint presentation in pairs on one area of craftsmanship to the campus community.

**Method of evaluation:**
- daily journal, a public presentation in Kyoto, and a PowerPoint presentation on campus

**Prerequisites:**
- none; not open to first-year students

**Instructor:** Kasumi Yamamoto

**JAPN 31 Senior Thesis**
To be taken by all students who are candidates for honors in Japanese.

**ASTRONOMY/ASTROPHYSICS**

**ASTR 12 A Passion for Planets: Exploring Mars and Pluto (Same as GEOS 12)**

This course, meant for non-majors, will deal with scientific, historical, and literary aspects of the planets Mars and Pluto. We will look at how the exploration of Mars and Pluto challenged the preconceptions of scientists and the public alike, and shattered paradigms.

It will be based on the content of the instructor’s book A Passion for Mars: Intrepid Explorers of the Red Planet (2008), and also, on his experiences participating in NASA’s New Horizons mission to Pluto in 2015.

Mars: Dreamers and space scientists, engineers and biologists, backyard astronomers and artists have devoted their lives—sometimes at the expense of their careers—to the quest for Mars. Over half a century, they have transformed the planets from a dark, barren planet to one of our wildest fantasies into an even more amazing real place of spectacular landscapes, beguiling mysteries, and fantastic possibilities—as an abode for life, and even as a second home for humanity. In A Passion for Mars, Andrew Chaikin, who covered Mars exploration as a science journalist and took part in the first Mars landing, chronicled this epic quest and the enduring dream of going there.

Pluto: In 2015, NASA’s New Horizons mission gave humans their first close-up look at the much maligned “ninth planet” Pluto. Andrew Chaikin participated in the mission and is the author of a book about the adventure. In this course we will discuss Pluto’s controversial demotion from planetary status by the International Astronomical Union, as well as the incredible scientific discoveries that have been made about this distant, icy world by the New Horizons mission. We will also consider the possibility that there may be thousands of planets in our solar system — many of them possibly like Pluto — instead of the 8 planets recognized by the International Astronomical Union.

**Method of evaluation:**
- quizzes on reading at the beginning of each class;
- level of class participation; final exam

**Prerequisites:**
- none

**Enrollment limit:** 12

**Method of selection:**
- if overenrolled, selection will be on the basis of emailed student description of experience or interest in the topic

**Meeting times:**
- afternoons, Tues/Thurs preferred; 2-5 hour classes per week, plus occasional sessions to view course-related videos

**Cost per student:**
- $0

**Instructor:** Andrew Chaikin

Andrew Chaikin is the author of numerous books and articles on space exploration. His book A Man on the Moon: The Voyages of the Apollo Astronauts (1994) has been called the definitive account of the Apollo missions. Chaikin is a science journalist who started The Sky and Telescope magazine and serves as the managing editor. His most recent book, Intrepid Explorers of the Red Planet, has been called the definitive account of the missions to Mars. He is a member of the American Astronomical Society and is an advisor to NASA on space policy and public communications. A former editor of Sky and Telescope magazine, he has written about astronomy and space exploration for three decades.

**ASTR 25 The Great American Eclipse of 2017**

For the first time in 99 years, the path of totality of a solar eclipse will sweep across the United States from coast to coast. We will study the science and sociology of total solar eclipses and explore both the eclipse aspects and the aspects of introducing hundreds of millions of Americans to eclipse observing. The whole United States will have a partial eclipse, with the 70-mile-wide path of totality going from Oregon to South Carolina.

We will begin the morning of August 21, 2017 with the American Astronomical Society’s meeting in Texas and then work with solar scientists (including an alumnus) at U. Colorado/Boulder and National Oceanic and Atmospheric Administration personnel at the eclipse site on the campus of Willamette University in Salem, Oregon. (See a map animation at GreatAmericanEclipse.com.) After overviewing the eventual expedition arrangements, we will visit major astronomical observatories in California, including the Palomar Observatory with its 200” telescope with which Williams College is joining a consortium for educational aspects of its Zwicky Transient Facility, with lodging in Pomona or Pasadena.

**Method of evaluation:**
- a day during the last week will be spent pondering what we have seen and discussing and writing 10-page reports about it; the possibility will be offered of participating in the eventual eclipse observation in August 2017

**Prerequisites:**
- none; not open to first-year students

**Enrollment limit:** 6

**Method of selection:**
- one paragraph description of interest

**Cost per student:**
- $2000 ($800 airfare/$1200 shared cost of hotel and food)

**Instructor:** Jay Pasachoff

**ASTR 31 Senior Research**
To be taken by students registered for Astronomy 493-494.

**ASTROPHYSICS**

**ASPH 31 Senior Research**
To be taken by students registered for Astrophysics 493-494.

**BIOLOGY**

**BIOL 11 BioEYES Teaching 4th Graders about Zebrafish**

BioEYES brings hands-on fish to 4th grade classrooms in Lanesborough and Williamstown Elementary Schools, in a science teaching workshop. Elementary school students will breed fish in the classroom, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, with classroom teachers to introduce concepts in genetics and development, help the 4th grade students in the classroom, and assess elementary student learning. A final eight-page paper describing the goals and outcomes for each grade level is required. No zebrafish experience is necessary. During the first week, students will learn to set up fish matings, learn about embryonic development and the genetics of fish pigmentation as well as practice teaching the 4th grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent two weeks, we will work at the schools and in the final week, students will write up the assessment data.

**Method of evaluation:**
- create visual aids to coincide with BioEYES lessons and a final 8-page paper

**Prerequisites:**
- none

**Enrollment limit:** 14

**Method of selection:**
- preference to seniors

**Meeting times:**
- varies depending on needs of schools and laboratory requirements

**Cost per student:**
- $0

**Instructor:** Renee Schiek

Renee Schiek currently serves as the liaison between Lanesborough Elementary School and the BioEYES program, and helps the BioEYES program at the schools.

**BIOL 12 New Orleans Style Jazz**

This course has a focus on making music based on the principles of improvisation and street performance embodied by New Orleans-Style jazz. Typically composed of brass instruments, this course welcomes musicians and performers of all types, from the classically trained to those with no experience who are willing to play washboards, kazoos, and experiment with other forms of sound-making. For when you travel the world after Williams, this course will prepare you to “busk,” or make money playing music on the street, where some of the most dynamic forms of jazz and improvisation have been created. The course will include various street performances and culminate in a “gig” at a local music venue.

**Method of evaluation:**
- participation in final performance, at end of term, outside of class time; original written musical composition; short written research project; attendance and participation in class is required; rehearsal with classmates outside of class is required

**Prerequisites:**
- none

**Enrollment limit:** 20

**Method of selection:**
- selection will occur as follows: seniors, juniors, sophomores, first-years

**Meeting times:**
- afternoons

**Cost per student:**
- $5

**Instructor:** Andy Kelly

Andy Kelly, a local Jazz musician and former busker, Williams College Class of ’80, now travels the world bridging cultures with music, using American jazz to make peace in the world.

**BIOL 13 Intro to Animal Tracking (Same as ENVI 13)**

This course is an introduction to the ancient art and science of animal tracking, and its various applications in the modern world in the areas of animal research, environmental science, art and personal development. Participants will deepen their skills as naturalists, their awareness of the natural world, and discover that even the greens at Williams College are abundant with wildlife. Students will have field time in class at Hopkins Forest as well as through independent study at a convenient outdoor location of each student’s choosing.

Basic concepts of animal tracking, its history and use by indigenous people throughout the world will be discussed through video, slide show and field work. Students are required to create journals and site maps of their focus group study areas, including all major features of the landscape, flora and fauna activities.

**Method of evaluation:**
- evaluation will be based on attendance, class participation, a 2-page research paper, a field evaluation, and a power point presentation of their maps and journals, with attention to detail and content

**Prerequisites:**
- none

**Enrollment limit:** 18

**Method of selection:**
- seniors first

**Meeting times:**
- 10:00am to 2:30pm

**Cost per student:**
- $90

**Instructor:** Dan Yacobellis

A tracker for over 20 years, level 3 track and sign certified from Cyber Tracker International and teacher of tracking and primitive skills for 10 years.

**BIOL 31 Senior Thesis**
To be taken by students registered for Biology 493-494.
CHEM 10 Zymurgy
An introduction to the science, history, and practice of brewing beer. This course aims to supply the general chemical concepts and hands-on technical experience necessary to enable creative brewing and an appreciation of diverse beer styles. Lab topics include the biochemistry of yeast, sanitary practices, analytical methods, malt types and preparation, extract vs. all-grain brewing, hops, water chemistry, the chemistry of off-flavors, and beer judging. In the lab, students progress from brewing a commercially available extract kit to producing beer from scratch. The class will also meet professional brewers and microbiologists during a private tour of a local brewery.

Method of evaluation: evaluation is based on class/lab participation, a 10-page paper, and a final presentation
Prerequisites: no prerequisites; must be 21 years of age
Enrollment limit: 12
Meeting times: mornings 5 days a week (longer on lab days), several evenings, and an all-day field trip Cost per student: $500
Instructor: Thomas Smith

CHEM 11 Science for Kids (Same as PHYS 11)
Are you interested in teaching? Do you enjoy working with kids? Do you like to experiment with new things? Here is a chance for you to do all three! The aim of this Winter Study Project is to design a series of hands-on science workshops for elementary school children and their parents. Working in teams of 2-4, students spend the first two and a half weeks of Winter Study planning the workshops; this involves deciding on a focus for each workshop (based on the interests of the students involved) followed by choosing and designing experiments and presentations that will be suitable for fourth-grade children. On the third weekend of Winter Study (January 21, 22) we bring elementary school kids and their parents to Williams to participate in the workshops. You get a chance to see what goes into planning classroom demonstrations as well as a sense of what it’s like to actually give a presentation. You find that kids at this age are great fun to work with because they are interested in just about everything, and their enthusiasm is infectious. You also give the kids and their parents a chance to actually do some fun hands-on science experiments that they may not have seen before, and you are able to explain simple scientific concepts to them in a manner that won’t be intimidating. It is a rewarding experience for all involved.

Method of evaluation: evaluation is based on participation in planning and running the workshops; each group is expected to prepare a handout with descriptions of the experiments for the kids, parents, and teachers.
Prerequisites: no prerequisites; you need not be a science major; all that is needed is enthusiasm
Enrollment limit: 25
Method of selection: seniors, juniors, sophomores
Meeting times: classes meet three times a week for approximately three hours each session; the workshop is run on the third weekend of Winter Study (January 21, 22) and attendance from 9:00 a.m. to 3:00 p.m. is mandatory that weekend; there are also one or two brief meetings held in the fall term for preliminary planning.
Cost per student: $0
Instructors: Frederick Strauch and Laura Strauch
Laura Strauch is a lab instructor in the Chemistry Department at Williams.

CHEM 13 Ultimate Wellness: Concepts for a Happy Healthy Life
This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today. We take a bio/psycho/social approach to nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and look within to find ultimate health and wellness. Topics include:

- Ayurveda
- Cleansing
- Preventative medicine
- Yoga and meditation
- Food intolerance & wellness
- Healthy eating and meal planning
- Deconstructing cravings and overcoming sugar addiction
- Healthy skin care with oils
- Finding your happy place

Evaluation will be based on completion of assignments, class participation, reflective 10-page paper or equivalent creative project, and final presentation that demonstrates a level of personal growth. After signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it. In the event of over-subscription, these statements will be used in the selection process.

Method of evaluation: 5-page paper (or project equivalent) and final presentation
Prerequisites: none
Enrollment limit: 15
Method of selection: after signing up for this course please email Nicole at nicole@zentreewellness.com with a brief statement describing your interest in the course and what you hope to achieve in it; in the event of over-enrollment, these statements will be used in the selection process
Meeting times: mornings
Cost per student: $90
Instructor: Nicole Anagnos
Nicole Anagnos is Health Coach and Director at Zen Tree Wellness in Williamstown. She is co-founder of the organic skin care company, Klo Organic Beauty. She also holds a master’s degree in education.

CHEM 14 Beyond Hooking Up: Creating Meaningful Relationships (Same as PSYC 14 and SPEC 14)
Looking back on past loves and crushes, have you ever wondered “What on earth was I thinking?!” or “Why do I keep picking the wrong guys/girls for me?” While intense sexual attraction or urges may first call the shots, people who take the time to carefully choose and build caring, mutual relationships tend to be happier, healthier and more successful in their lives than those who don’t. So how do we get there from here and make sense of all this? Well, no matter where you are on the dating spectrum, this self-exploration and relationship-skill-building course is for you if you are ready to learn how to follow your heart AND your mind to co-create a fulfilling relationship within the vortex of the “hook up” culture. The Myers-Briggs Type Indicator, “How to Avoid Falling In Love with A Jerk,” and “Keeping the Love You Find” curricula will guide this introspective, interactive relationship mastery course through meaningful discussions and exercises that explore the common issues, dirty fighting tactics, subconscious directives and emotional allergies that often sabotage relationships. Experiential exercises, personal experiences and journaling will also give you the opportunity to practice effective communication and conflict resolution skills that honor the constructive use of differences and promote intimacy.

Method of evaluation: requirements: attendance, class participation, reading, journaling, 1:1 meetings with instructor, assignments, and a 10-page final paper/project
Prerequisites: statement of interest
Enrollment limit: 20
Method of selection: meaningful statement of interest
Meeting times: TBD
Cost per student: $100
Instructor: Rachelle Smith
Rachelle Smith, MSW, is a holistic, strengths-based clinical social worker, educator, and mentor bridging relationships, wellness and energy psychology.

CHEM 16 Glassblowing and Glassblasting (Same as ARTS 18)
This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and a desire to find the glass will find this course most rewarding. The class is open to both artistically and scientifically oriented students.

Method of evaluation: evaluation is based on class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class
Prerequisites: none
Enrollment limit: 10
Method of selection: preference is given to juniors, sophomores, and those who express the earliest interest and enthusiasm by email to Professor Thorpe.
Meeting times: 9:00 a.m. to noon, M-F
Cost per student: $75
Instructor: Jay Thoman

CHEM 18 Introduction to Research in Biochemistry
An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, and the molecular basis of bacterial gene regulation.

Method of evaluation: a 10-page written report is required
Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the department; since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the department chair before electing this course
Enrollment limit: enrollment limited to space in faculty research lab
Method of selection: expression of student interest
Meeting times: daily
Cost per student: $0
Instructor: Amy Gehring

CHEM 19 Introduction to Research in Physical Chemistry
An independent experimental project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, molecular modeling of water clusters, laser spectroscopy of chlorofluorocarbon substitutes, and observing the virtuality of glassy glasses using single molecule spectroscopy and molecular dynamics simulations.

Method of evaluation: a 10-page written report is required
Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the department; since projects involve work in faculty research labs, interested students must consult with one or more of the faculty
CHEM 20 Introduction to Research in Inorganic Chemistry

An independent experimental project in inorganic chemistry is carried out in collaboration with a member of the Department with expertise in inorganic chemistry. Opportunities for research in inorganic chemistry at Williams include (1) the design and development of sensors for environmental imaging of pollutants (Barber Lab), (2) luminescent lanthanide ion complexes incorporating gemini surfactants for highly penetrating and efficient cellular imaging (Barber Lab), (3) the storage of metal complexes in cells using polymeric materials transport (CGoh Lab), and (4) the synthesis of metal complexes as models of enzymes (CGoh Lab). Students will be guided through the fundamentals of project planning, record keeping, scientific writing, and presentation. The interdisciplinary nature of the research will expose students to a variety of areas including synthetic inorganic and organic chemistry, analytical chemistry and spectroscopy in the characterization of all new materials, physical chemistry in the rationalization of properties of new materials, and diverse applications of chemistry.

Method of evaluation: various writing exercises and a final technical report
Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the department; since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the department chair before electing this course; non-science majors are also invited to participate
Enrollment limit: enrollment limited to space in faculty research lab
Meeting times: expression of student interest
Meeting times: M-F 9 a.m. to 5 p.m.
Cost per student: $0
Instructors: Enrique Peacock-Lopez and Jay Thomas

CHEM 23 Introduction to Research in Organic Chemistry

Representative projects include: a) Study of the selective zinc-mediated deuteriation of iodohydrocarbons. Students involved in this work will learn techniques involved in organic synthesis, including analysis by NMR and GC-MS. b) Analysis of sediment and fish samples collected from the Hoosic River drainage basin for contamination with polychlorinated biphenyls (PCBs) and/or perfluorooctanoic acid (PFOA). This project will focus on techniques used in environmental analysis including trace-level determination of persistent organic pollutants by GC-MS and/or LC-MS. Method of evaluation: a 10-page written report is required
Prerequisites: variable, depending on the project (at least CHEM 151) and permission of the department; since projects involve work in faculty research labs, interested students must consult with one or more of the faculty instructors listed below and with the department chair before electing this course
Enrollment limit: enrollment limited to space in faculty research lab
Meeting times: expression of student interest
Meeting times: mornings
Cost per student: $0
Instructor: David Davidson

CHEM 31 Senior Research and Thesis

To be taken by students registered for Chemistry 493-494.

CLASSICS

CLAS 25 Where All Roads Go: Ancient Rome and Environns

For centuries, even for millennia, the proverb "All roads lead to Rome" was in an important sense literally true. For scholars and merchants, for people of faith, for artists of all kinds, for adventurers, migrants, and refugees, for the powerful and the curious the road to Rome was the city of all roads. The city of Rome was a prime destination. Today, Rome retains its importance as a center for diplomacy and international education and provides an unparalleled laboratory for architectural and art historical investigation. Rome also provides excellent lessons in sustainable urbanism and in nearly every sort of human interaction. This course will introduce students to the cultural and historical riches of Rome through an exploration of its first flourishing as the cultural and political capital of the ancient Mediterranean world. As we encounter the monuments and topography of the ancient city, serving the complex co-existence of antiquity and present day, we will investigate the creative interrelationship that the contemporary city continues to generate with the many layers of its past.

Method of evaluation: one semester presentation (prepared in advance), an entry in a group travel journal/blog, a two-part final paper with a reflective component and a write-up of the site report
Prerequisites: a previous CLAS or CLLA course at Williams, or instructor consent; not open to first-year students
Enrollment limit: 12
Method of selection: Classics majors or intending majors will be given preference; students who have not traveled to Rome before will be given preference within this group
Cost per student: $200-$600 for books, passport, and incidentals
Instructors: Amanda Wilcox and Edan Dekel

CLAS 31 Senior Thesis

May be taken by students registered for Classics 493-494.

COGS 31 Senior Thesis

May be taken by students registered for Classics 493-494.

COMPARATIVE LITERATURE

COMP 11 God in a Suffering World (Same as REL 11)

"Is God dead?" wonders the cover of the April 8, 1966 edition of Time magazine. Nietzsche, Hegel, and even Luther had already answered in the affirmative, though each meant something different when proclaiming that God is, indeed, dead. Death of God theology is still nascent, a mere half-century old, but it is increasing in popularity. Its premise is putting to rest focus on a transcendent, unreachable deity seen as irrelevant in a disenchanted world. Our primary author will be Jorgen Moltmann, whose 1972 "The Crucified God" responds to the horrors of Auschwitz and Hiroshima, offering a theology of the death of God. Our goal is to understand the mechanics, history, social promptings, and future of death of God theology. Additional readings will come from Miroslav Volf, Elie Wiesel, Richard Rubenstein, and Richard Bauckham.

Method of evaluation: 10-page paper
Prerequisites: none
Enrollment limit: 20
Method of selection: all
Meeting times: afternoons
Cost per student: $50
Instructor: Tasi Perkins

COMP 12 Grand Hotel in Film and Fiction (Same as GER 12 and RLFR 15)

See under GER 12 for full description.

COMP 13 The Literature and Cinema of Global Organized Crime (Same as GER 13)

See under GER 13 for full description.

COMP 14 Formidable French Film: New Cinema from France and the Francophone World (Same as RLFR 14)

See under RLFR 14 for full description.

COMP 15 The Spanish Civil War in English (Same as HIST 15 and RLSP 15)

See under RLSP 15 for full description.

COMP 16 Intro to Fashion Studies (Same as ARTH 16 and GER 16)

See under GER 16 for full description.

COMP 17 Writing in the Margins: Playwriting as Plagiarism (Same as AFR 17 and LATS 17 and THEA 17 and WGST 17)

See under THEA 17 for full description.

COMP 31 Senior Thesis

To be taken by students registered for Comparative Literature 493-494.

COMPUTER SCIENCE

CSCI 11 Developing Your Developer Toolbox

Becoming an effective developer takes knowledge, dedication, and the right set of tools. In this course, you will take control of your development environment and add some important tools to your development toolbox. Students will learn to customize and interact with their Linux environments; compile, install, and use common open source and command-line tools; and perhaps most importantly, learn how to navigate and produce useful documentation. From low-level systems researchers to aspiring App developers, these skills will help you be more efficient and more independent.

Method of evaluation: completion of labs and assignments, contributions to a collaborative wiki (5 pages of concise, formatted documentation)
Prerequisites: experience with Unix-like environments and the command line
Enrollment limit: 10
Method of selection: preference given to students with systems development interest and experience
Meeting times: mornings
Cost per student: $0
Instructor: Bill Jannen

CSCI 12 Stained Glass Tiling

In this course students learn geometric drawing, design, and the traditional craft skills needed to build a stained glass window. Each student will make a single panel of stained glass from a mosaic of transparent colored glass tiles. Students will learn how to cut glass; to paint and print on glass with Kiln-fired enamels; to assemble, solder, patinate and frame a stained glass window. Instructional sessions on the use of tools and safe handling of materials are included where necessary. Exhibition of work on the last day of Winter Study is mandatory. All students must participate in setting up a group exhibition of work, and tiding the lab at the end of Winter Study. This course is time-consuming. More information may be found at https://cogmbscriddle.wordpress.com/2016/03/28/stained-glass-tiling-the-process/ Class requires 15 hours per week. Students must be willing and able to put in an additional 5-10 hours per week outside of class.
CSCI 13 Building Valuable Software Products

We use software products every day to improve our lives, keep us entertained, or help us complete tasks efficiently. This course will explore how great software products actually get made by studying the tools that entrepreneurs at startup companies use and the processes they use to build them. Students will gain an overview of the techniques at the intersection of the market and business, customer empathy and design, and technology that are used in industry today. We will explore the following techniques among others: user interviews, agile methodologies, wire-framing and storyboarding, business model canvas, pitching, and roadmap prioritization.

Further, we will explore case-studies around real products in the market. Students will be introduced to prototyping tools (like Balsamiq or InVision) to complete design work.

Students will be evaluated based on attendance and participation, homework assignments, as well as a final project. The final project will involve students making a pitch for a software product using the techniques they’ve learned along the way (with the option of show-casing their work to the whole campus).

Method of evaluation: attendance, assignments, and a final project

Prerequisites: none

Enrollment limit: 16

Method of selection: preference to upperclassmen and students with a demonstrated interest in tech, software, or product design

Meeting times: mornings

Cost per student: $260

Instructor: Deborah Coombs
Deborah Coombs’ stained glass work is commissioned and exhibited internationally. She has an MFA from the Royal College of Art in London, England, and has taught at graduate and postgraduate levels for almost four decades.

CSCI 14 Creating a Roguelike Game

Before World of Warcraft, before Diablo, before the Legend of Zelda and the Nintendo Entertainment System, before fancy graphics cards and computer mice, there were text terminals and there was Rogue. Created around 1980 by Michael Toy, Ken Arnold, and Glenn Wichman at U.C. Santa Cruz, this wildly popular video game “wasted more CPU time than anything in history.” [Dennis Ritchie] and spawned an entire genre, known as ‘roguelikes’. Roguelikes in the original style are created and played to this day, and many of the game design concepts and principals that Rogue pioneered can be found in modern games outside the genre. In this course we’ll study (and play) some roguelikes, discuss what does and doesn’t work and why, and work in small teams to design, plan, and code our own. Creating the game will require a lot of time writing code, but we’ll also bring in game design, software design, user experience, project management, models and tools for collaboration, and various topics and realms related to game programming (AI, procedural content, complex data structures, persistence, help systems, etc.). In class students will do exercises, participate in discussions, give presentations, and provide feedback to each other as well as write code. Outside class students will meet with each other, do various writing assignments, and spend a lot more time coding. By the end each team will have a complete, working game that showcases their particular interests and goals.

Method of evaluation: class participation (attendance, discussion, presentations, feedback), and the large team project

Prerequisites: completion of CS 136 or equivalent programming experience

Enrollment limit: 16

Meeting times: mornings, afternoons

Cost per student: $40

Instructor: Thomas Kunjappu

Chris Warren (Williams ’96, Computer Science) is a programmer with extensive web development experience, and is also a serious amateur game designer. He’s worked for a couple of dot-coms, taught AP computer science in Hawaii, supported himself as an independent web developer, and has been working as a programmer in Williams OIT since 2003. He is a co-founder of a game design group that met weekly from 2002-2013, and has spent [far too] many hours over the years playing roguelike games.

appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Students must consult with the instructor before the beginning of the Winter Study registration period to determine details of projects that might be undertaken.

Method of evaluation: 10-page report or Software Developed with a formal public exhibit and short paper (2- to 3-page); creativity; quality of finished artwork; teamwork whilst mounting exhibition; patience, good hand skills, and want to spend at least 20-25 hours per week working on their project

Prerequisites: no previous experience in art, drawing or geometry is necessary; ideal applicants will have an interest in art or mathematics, patience, good hand skills, and want to spend at least 20-25 hours per week working on their project

Enrollment limit: 10

Method of selection: preference to seniors and those who have a specific interest in tiling patterns

Meeting times: mornings, 15 hours per week; students must be willing and able to put in an additional 5-10 hours per week outside of class

Cost per student: $260

Instructor: Debra Coombs

Debra Coombs’ stained glass work is commissioned and exhibited internationally. She has an MFA from the Royal College of Art in London, England, and has taught at graduate and postgraduate levels for almost four decades.

ECON 10 Introduction to Financial Reporting and Statement Analysis

This course covers the concepts and methods underlying financial statements and the tools to analyze financial statements effectively as part of the process of evaluating a company’s strategic and operating decisions in the context of its industry. This process is neither superficial nor one-dimensional, as it requires a thorough understanding of accounting principles and frameworks and the ability to identify the effects of management decisions on financial statements and ratios. Using topical exercises and problems based on current corporate annual reports, we will walk through the fundamentals of financial accounting and financial statements first and then examine the methods and disclosures requirements specific transactions that most companies undertake. For example, what are the consequences of Microsoft’s acquisition of LinkedIn? Or of AT&T’s decision to issue up $17.5 billion in bonds? In pairs, each student will complete a project analyzing the current financial statements and ratios of a publicly company and assess its profitability and risk, focusing on the connections between the company’s industry characteristics, strategic choices and its financial results. We will meet four times a week for three-hour sessions for the first two weeks with extra time allocated as needed to meetings with each team. Students will complete and submit their projects during the second part of Winter Study.

Method of evaluation: evaluation will be based on the two-person project culminating in a short class presentation and a 10-page paper, as well as submitted homework assignments (problem sets) and participation in class discussions

Prerequisites: none

Enrollment limit: 20

Method of selection: preference to seniors/juniors — otherwise by lottery

Meeting times: mornings 10 am - 1 pm

Cost per student: $150

Instructor: Ginny Soibel

Ginny Soibel teaches financial accounting and financial statement analysis in the graduate, undergraduate and executive education programs at Babson College. She earned her BA at Williams and her MBA and PhD at Columbia University, and before joining the Babson College faculty, she taught at the Amos Tuck School of Business at Dartmouth College.

ECON 11 Financial Accounting and Financial Modeling for Private Equity and Venture Capital

ECON 11 is an intensive winter study designed for students intending to pursue or explore professional opportunities in finance and investing, with a focus on private equity investment. Incorporating instruction by a dynamic mix of industry professionals—including investment managers and associates, accounting faculty, and financial training consultants—the course aims to...
equip students with the fundamental skills required in many entry-level finance positions, and prepare them for interviews, jobs and internships in the field. The training program will consist of three sections, over three weeks: (1) introduction to finance and private equity, (2) financial accounting; and (3) financial modeling. During the course of instruction, students will gain a better understanding of the private equity and investment banking industries, and fundamental concepts of investment and finance; learn basic principles of accounting, and how to prepare and analyze financial statements; and receive rigorous training in financial modeling and methods of capital valuation. In the fourth week, students will put to test the skills they’ve acquired, and build their own financial models to evaluate potential investments in the course. This is a unique opportunity to receive high-level, professional training in core competencies of finance and investing, and students are expected to approach it as such. Given the nature and depth of material to be covered, students should plan on committing 20+ hours per week between in-class sessions and assignments.

Method of evaluation: evaluation will be based on a final project (financial model and presentation), short homework assignments, and attendance (mandatory)

Prerequisites: none

Enrollment limit: 30

Method of selection: preference to first-year and sophomores; in the event of over-enrollment, selections will be based upon written statements of interest/cover letters

Meeting times: mornings and afternoons, Mon-Thurs

Cost per student: $0

Instructors: Steven Graham '82 and Alex Reeves '11
Steven C. Graham ’82 founded Graham Partners in 1988 and serves as Senior Managing Principal. He oversees all of the activities of the private investment firm, including investment sourcing, evaluating, monitoring and divesting. Steven serves on the boards of numerous portfolio companies of Graham Partners and on the firm’s Investment and Valuation Committees. Steve also serves on the Board of Advisors for the Center for Private Equity and Entrepreneurship at the Tuck School of Business at Dartmouth College, Williams College Endowment’s Non-Marketable Assets Advisory Committee. Alex Reeves graduated from Williams in 2011 and spent the next several years working as an Associate at Graham Partners, a private investment firm. At Graham, Alex sourced and evaluated new investment opportunities, and provided financial analysis and support to Graham’s portfolio companies. He also managed the firm’s intern and analyst training programs, and has significant experience training new hires and interns in financial modeling. More recently, Alex has independently consulted for several early-stage companies and venture capital investor groups.

ECON 13 Creating a Viable New Business Idea

Students working in teams develop an idea for a new business, using the Lean Launchpad methodology taught at major universities including Stanford, UC Berky, Michigan, and NYU, teams develop an initial business model for the idea and then proceed to use the methodology to evaluate and improve the business model. The goal is to learn a methodology which is transferable to a variety of business ideas. Class work consists of online lectures, in class discussions, group work, and presentations. Teams work together to develop and test business assumptions, revise their ideas, and develop presentations based on what they discover.

Method of evaluation: participation in class discussions of lectures and in-class assignments, team participation in research, and team participation in weekly 5-minute team class presentations, 10-minute final team presentations, and a final 2-minute video on lessons learned

Prerequisites: no prerequisites and the course is appropriate for students from any major

Enrollment limit: 20

Method of selection: selection will be based on taking upper classmen first

Meeting times: mornings

Cost per student: $25

Instructor: Steven Fogel
Mr. Fogel is an entrepreneurship educator who has worked with over 1,000 startups over the past 25 years. He is trained in Lean Launchpad which is recognized by major universities and business schools as a leading approach to creating successful startups.

ECON 14 Sports Economics

This course is an introduction to the use of economic concepts and empirical tools in addressing puzzles and policy issues in the world of sports. Through independent study and in-class discussions of academic and non-academic readings, films, and other materials (including one or more talks by outside speakers), students will explore topics such as competitive performance and strategic incentives of athletes, the organizational structure of professional sports, the use of statistical models for evaluating athletic performance, betting and gambling markets, professional athletes labor markets, the local economic impact of sporting events, and more. Students are expected to complete small research assignments outside of normal class hours, to present their findings, and to help lead discussions of readings and other materials assigned for class. In addition, students will be asked to write research paper and presentation on a topic in the economics of sports.

Method of evaluation: class participation, mini research projects, and a group-based 10-page paper and final presentation

Prerequisites: one Economics AND one Math or Stats course

Enrollment limit: 20

Method of selection: if over-enrolled, preference will be given to senior and junior Economics majors

Meeting times: mornings

Cost per student: $50

Instructors: Will Olney and Steve Nazfinger

ECON 15 Introduction to Indian Cinema

Though the Indian film industry is the world’s most prolific, American audiences have little exposure to it. This course provides an introduction, focusing on Hindi cinema, and showing how its themes have evolved in response to changes in Indian society. In particular, we will examine ways in which Hindi filmmaking reflects the threats perceived by the nation, and the resolutions attempted. We will also compare Hindi cinema’s norms and conventions to those used by Hollywood.

We will meet twice a week to watch the films (a total of seven) and once a week we will have a discussion of them. Students will write a 2-page response to each film.

Reading will consist of articles from film journals like Screen and Jump Cut.

Method of evaluation: seven 2-page papers

Prerequisites: none

Enrollment limit: 10

Method of selection: see instructor

Meeting times: evenings

Cost per student: $25

Instructor: Anand Swamy

ECON 16 Venture Capital Law

The course will examine the venture capital industry from both a theoretical and practical perspective and will focus on the interplay of the legal, business, economic and financial issues that need to be dealt with in the formation, organization, governance and financing of new enterprises. The course is designed to provide students with a fundamental knowledge of the corporate and other laws applicable to venture capital, as well as with an appreciation of the concerns of entrepreneurs and investors.

Class sessions will be devoted primarily to a discussion of business cases taken from the entrepreneurial curriculum of the Harvard Business School. In addition, students will be required to participate in small groups prior to class to prepare advice to clients in two scenarios — an early stage company negotiating with a key executive the company is seeking to hire and a company faced with two competing term sheets for venture financing. As a capstone to the course, all students will participate in an in-class business simulation game developed at Wharton that will require students to interact in assigned roles as entrepreneurs, investors or key employees.

In addition to reading and analyzing the assigned business cases prior to class, students will be asked to review various background materials including portions of the business planning textbook used at GW. Classes will meet for at least six hours per week, with additional sessions scheduled for meetings with outside industry experts that accept invitations to address the class.

Method of evaluation: participation in class, preparation of discussion outlines (each equivalent to a 3- to 4-page paper) in connection with the small group assignments, and participation in the business simulation game

Prerequisites: none

Enrollment limit: 30

Method of selection: by lot with preference for seniors

Meeting times: mornings

Cost per student: $200

Instructor: Robert Schwed
Mr. Schwed recently retired from the law firm of WilmerHale after a 40-year career focused on private equity and venture capital. For the past eight years, he has been an adjunct professor at George Washington University Law School teaching a course in venture capital law. Mr. Schwed graduated from Williams with a degree in Economics in 1971 and from Harvard Law School in 1974.

ECON 17 How to Start a Startup

Students of this course will learn about the mechanics and strategy to start a company or social enterprise. Corporations are the enabling vehicle of entrepreneurship and social innovation based in North Adams, Massachusetts. He has helped launch dozens of early stage companies, startups over the past 25 years. He is trained in Lean Launchpad which is recognized by major universities and business schools as a leading approach to creating successful startups.

Method of evaluation: evaluation will be based on class participation, project contributions, and the quality of final projects

Prerequisites: none

Enrollment limit: 16

Method of selection: statement of interest

Meeting times: mornings

Cost per student: $350

Instructor: Jeffery Thomas
Jeffery Thomas is the Executive Director of Lever, a center for entrepreneurship and social innovation based in North Adams, Massachusetts. He has helped launch dozens of early stage companies, including more than ten startups that have been funded through the Williams campus-wide Business Plan Challenge.

ECON 18 Sustainable Business Strategies (Same as ENVI 18)

See under ENVI 18 for full description.

ECON 19 Portrayal of Housing Markets and Community in Film

What more sacred, what more strongly guarded by every holy feeling, than a man’s own home? — Cicero
The dream of achieving prosperity through hard work often presents home ownership as a central feature. Beyond the private home that provides the domain within which hard-working persons ideally reign, the neighborhood and community provide a social and economic context for the home — both the structure itself and the lives of its occupants.

The private home and its neighborhood context are clearly linked, and economic studies suggest that between 25% and 50% of the market value of residential property depends on such factors as school quality, crime, and environmental quality that characterize the neighborhood and community. In this course we will explore — through film, discussion and economics — the importance of and linkages between houses and communities. We will watch films and discuss their implications for housing, communities, and ownership. In addition to developing an appreciation of the economic, social and psychological importance of these ideas we will discuss associated significance for the economy. Students will prepare response essays of 2-4 pages for each film that incorporate aspects of both the film and class discussion.

**Method of evaluation:** class discussion plus 18-30 pages of written essays

**Prerequisites:** none

**Enrollment limit:** 30

**Cost per student:** $0

**Meeting time:** preference given to Economics majors

**Meeting times:** afternoons

**Instrcutor:** Stephen Sheppard

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**ECON 20 A Practitioner’s Overview of Securities Markets and Investment Banking**

A broad overview of various aspects of the Fixed Income and Equities Markets and the role of Investment Banks. Topics, amongst others, will include: The effect of Fiscal and Monetary policy on Markets, Securities Sales and Trading, Bonds and Bond Math, Public Equities and Asset Management, Credit Analysis, Derivative Equities, Mergers and Acquisitions and Risk Management. Course will focus on real life practices and may include guest speakers, role playing and trading simulations.

**Course Goal:** (1) to provide you with an understanding of how modern capital markets operate from a practical, real-life perspective (2) to help you think critically about issues affecting the stock and bond markets, and (3) to have fun and instil a passion in some of you for future study and/or work in the Securities Industry.

**Required Readings:** (1) Understanding Wall Street (Fifth Edition) by Jeffrey Little and Lucien Rhodes (2) Packet of Case Studies (3) Students will be asked to read the Wall Street Journal on the day that each class meets.

**Optional Reading:** Too Big to Fail by Andrew Ross Sorkin.

**Course Requirements:** Group Case Study (Oral Presentation); Term Paper (Minimum 10 pages); Class Participation

**Group Assignment (Case Study):** At the end of the first class, you will be asked to divide yourselves into 5 Groups with 5 people in each group. The group will be assigned a case study to be orally presented (slides are fine to use but NO written submission is necessary) to myself and the class for further discussion. The presentation and discussion will last No Longer than 25 minutes and each member of the team will be required to have at least some moderate speaking role. The specific case study and the date of the presentation will be given to you after teams are set. I will assign questions for each team to answer in advance. At the end of the course, the other members of your group will evaluate your participation. These peer evaluations will be factored in as part of your group participation grade.

**Class Participation:** I view student participation as the MOST critical part of this class. There is no such thing as a dumb question!! I hope to get interrupted frequently and to constantly prod you for your thoughts and ideas. There is no such thing as a dumb question!! I hope to get some moderate speaking role. The specific case study and the date of the conclusion of the course

**Method of evaluation:** 10-page paper

**Prerequisites:** successful completion of ECON 110

**Enrollment limit:** 25

**Method of selection:** Economics majors prioritized

**Cost per student:** $50

**Meeting times:** mornings, afternoons

**Instructor:** Michael Swenson

Michael Swenson '89 is a recently retired partner from Goldman Sachs and Co. He has spent his entire career in the fixed-income markets and was a member of a risk and commitment committees at Goldman Sachs.

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**ECON 24 Introduction to the Economics, Geography and Appreciation of Wine**

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, out-of-class readings, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal. The course has been expanded to also cover some New World wine regions, including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia.

**Method of evaluation:** evaluations will be based on short quizzes, including blind tastings, and either an oral presentation or 10-page paper at the conclusion of the course

**Prerequisites:** students must be 21 years old or on before January 3, 2017

**Enrollment limit:** 10

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**ECON 30 Honors Project: Specialization Route**

The “Specialization Route” to the degree with Honors in Economics requires that in each course take the Honors option. The January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester.

Students who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice. Some seniors will have begun honors work in the fall and wish to complete it in a WSP. They will be admitted to the WSP as long as they have made satisfactory progress. They should register for this WSP as their first choice.

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**ECON 31 Honors Thesis**

To be taken by students participating in year-long thesis research (Economics 493-W31-494).

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**ECON 50 Micro-Simulation Modeling for Ex Ante Policy Analysis**

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country’s population, the models project a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions.

During this course, students will learn to apply these methods to analyze public policies and determine the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis.

**Method of evaluation:** exercises, presentation, policy papers

**Prerequisites:** none

**Enrollment limit:** 10

**Method of selection:** statement of interest emailed to instructor

**Meeting times:** mornings

**Cost per student:** $0

**Instructor:** Michael Samson

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**ECON 54 Financial Crises**

Financial crises — currency, sovereign debt, and banking and other financial markets — have been with us for as long as modern banking has existed. Few countries have escaped direct experience with their own crises, and no country has entirely avoided the lessons of history. In this course we will study the three main forms of financial crises, looking first at analytical models of each and learning how the various types of crises interact. We will then turn to a variety of case studies to see why so many crises look different in their details but resemble each other greatly from a broader perspective. Cases covered will include Chile (early 1980s), Mexico (1994), East Asia (1997), and Brazil, among others. Although the focus is on emerging markets, we will also discuss the crisis of 2007-08, which was concentrated in the U.S. and spilled across the advanced countries but which had a global impact. These events are painfully similar to those in low- and middle income-countries and offer useful lessons for avoidance and policy response; in addition, they are likely to influence financial regulation for years — for better or for worse.

**Method of evaluation:** two 5- to 10-page papers and a presentation

**Prerequisites:** ECON 505 or 506

**Enrollment limit:** 10

**Method of selection:** instructor's discretion

**Meeting times:** scheduled by CDE

**Cost per student:** $0

**Instructor:** James Hanson

Jim Hanson has worked on financial policy, macroeconomic policy, and debt, and crisis issues at the World Bank over 25 years in East and South Asia, Latin America and Egypt, and earlier as an associate professor at Brown University.

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**ECON 58 Growth Diagnostics**

Evidence suggests that the “binding constraints” to economic growth have been remarkably heterogeneous across countries and over time — i.e., the potential for economic growth can be unlocked in a large variety of ways. For instance, China’s rapid economic growth has been powered by pro-poor incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by poor...
We'll examine humor in several genres and analyze what works in each. We'll discuss related topics, such as whether humor in advertising helps sell products and whether there is social utility in sexist, ethnic and religious humor.

Method of evaluation: class participation; oral presentation; there will be a short reading assignment and a writing assignment of three (3) to 750 words for every class; all assignments must be completed on time.

Prerequisites: none

Enrollment limit: 14

Method of selection: random selection

Meeting times: class will meet 1:30-3:30 pm Tuesdays and Fridays (except the last week, when the final class will be the last day of the term — Thursday, Jan 26)

Cost per student: $15

Instructor: Eric Randall

Journalist Eric D. Randall has previously taught courses in humor writing and actually gotten paid for it. His work has been published in USA Today, Time, Newsweek and the Washington Post, as well as some reputable publications.

ENGL 15 Ishmael Reed, Multiculturalist and Satirist (Same as AFR 15)

Ishmael Reed has been a unique figure on the American literary scene. His writing as a poet, novelist, essayist, playwright, and political gadfly has all conveyed a distinctive and rambunctious voice. Credited with coining the term ‘multiculturalism’, as we now commonly use it, Reed has always practiced what he preaches, embracing the deep and complex cultural traditions of African American people in his writing and politics while at the same time remaining open to the cultures of other ethnic groups. As a cultural activist in the San Francisco Bay area, Reed was founder and publisher of The Yardbird Reader, a seminal and profoundly influential journal of literary work by writers of various ethnic groups. At the same time, he was a prime mover in the creation of the Before Columbus Foundation, a cultural organization that unites artists from every cultural tradition in working cooperatively.

This course will examine Reed’s work in various genres, as well as his cultural and political activism and provocations. He has been original and outrageous, contentious and controversial. We will evaluate his work as a literary artist and his career as a cultural worker, with particular attention to how he uses the concept of warfare to characterize the long history of strife between cultural traditions and his own battles with black nationalists, feminists, and other political factions. All in all, he has been one of the most accomplished and influential cultural figures of the past half-century.

Method of evaluation: class presentations and a 10-page paper

Prerequisites: none

Enrollment limit: 20

Method of selection: by major, concentration, and judgment of the professor

Meeting times: mornings

Cost per student: $75

Instructor: DL Smith

ENGL 16 Adorno’s Aesthetic Theory

Theodor Adorno was one of the twentieth century’s most challenging thinkers — a German Jewish refugee who founded the United States but ended up in Los Angeles, where he would write his central works. His work has been published in USA Today, Time, Newsweek and the Washington Post, as well as some reputable publications.

This course will give students an in-depth view of the inner workings of journalism today. It will feature the perspectives of several Williams alumni who work in a broad spectrum of today’s media universe, including print, broadcast, and new media. Our guests will discuss specific reporting skills and experiences in their background (students should be aware that our precise meeting schedule week by week may vary, to accommodate the schedules and availability of our guests). In addition to readings of work by guest speakers, there will be a required text about reporting and writing. Students will be expected to complete several small reporting and writing exercises, as well as one feature-length news story on a topic to be assigned at the beginning of the course. There will be a week-long trip to New York for field work, and to present our findings there. In previous years, organizations visited have included CNN, the New York Times, the Columbia School of Journalism, ABC News, MSNBC, Conde Nast, Pro Publica, the Wall Street Journal and NPR.

Method of evaluation: participation in class discussions, and reporting and writing exercises, and the completion of one fully-reported, original, feature-length news story about a topic to be assigned at the beginning of the course.

Prerequisites: none

Enrollment limit: 20

Method of selection: priority given to juniors and seniors

Meeting times: afternoons

Cost per student: $50

Instructor: Christian Thorne
ENVI 16 Confronting Climate Change: Reducing Emissions at Williams

This course explores the practical realities of "sustainable business." We will develop our own definition of "sustainability" that encompasses the dual meanings of (1) financial success as well as (2) long run positive impact on climate and the environment. Topics include:

- What are the criteria for sustainability? E.g. Renewable energy; organic farming; waste composting; biodiversity; social equity.
- How does the concept of externalities relate to sustainability? Must all external costs be "internalized" in order for a business to be truly sustainable?
- Should "environmentalism" be a "rear guard" movement seeking to slow, conserve, protect and defend, or do we need to actively work against climate change?
- Can sustainable business models coexist with traditional shareholder value maximization models? We evaluate the role of "B" companies allowing directors to take into account the interest of all stakeholders including workers, consumers, the society at large, and the environment.
- How does sustainability reconcile with the priority of economic growth, particularly in the developing world? What is the relationship to fair labor standards and environmental regulation?
- What is the optimal role and purpose of governmental subsidies? When should subsidies sunset and leave industries to succeed (or fail) on their own?
- How — if at all — will the implementation of the Paris Accords help to stimulate private sector activity in support of sustainable business practices and renewable energy development and deployment?
- How can investors promote sustainable businesses proactively through their capital allocation strategies?
- Should large philanthropic organizations (foundations and endowments) consider proactive values aligned investing as an alternative to divestment from fossil fuels companies?

Method of evaluation: teams of 2-3 students will target a company or topic of their choice and present (during the last week of class) a critical evaluation of the household and community level to increase resiliency to storms and disasters. This includes household-level approaches such as rainwater collection, home solar electricity generation, and home food production from gardens, poultry and livestock. Students will work in small teams on these projects, and the work will be combined into a draft climate adaptation plan framework. Of course, our project will not be limited to the college, but it will develop a structure for One Eleuthera to build on. We will focus on developing collaborations and partnerships with other organizations that will continue this work. Our final product will be a report and a public presentation on the island and the preparation of educational materials. 

Method of evaluation: daily active and engaged participation, final written report, and presentation

Prerequisites: none; not open to first-year students

Enrollment limit: 9

Instructor: Sarah Gardner
Nicholas Whitman is a professional photographer and the former Curator of Photography at the New Bedfodl Whaling Museum. A 1977 graduate of the Rochester Institute of Technology, he has honed his craft to make landscape photographs of power and depth. See more at www.nwhphoto.com.

GEOS 31 Senior Thesis
To be taken by students registered for Geology 493-494.

GERMAN

GERM S.P. Sustaining Program for German 101-102
Something new and different for students enrolled in German 101-102. Practice in the use of German for everyday purposes; creation and performance of short dramatic sketches through group collaboration; games; songs; storytelling, reading. No homework.

Method of evaluation: active participation and regular attendance earn a “Pass” grade
Prerequisites: German 101 or equivalent. Limited to German 101-102 students
Cost per student: approximately $5 for photocopied materials
Meeting times: mornings, three a week 9-9:50 a.m.

GERM 11 DDR, The Life and Death of a Vanished Nation: East Germany, 1949-1990 (Same as HIST 11)
See under HIST 11 for full description.

GERM 12 Grand Hotel in Film and Fiction (Same as COMP 12 and RLFR 15)
The grand hotel with its dual promise of luxury and estrangement was considered a theater of social transformations in the age of travel. We will discuss novels, short stories and films that feature the hotel as a space of both class distinction and the possible class confusion of sexual taboo breaking, and gendered performance, and a transnational extension of colonialist oppression. Authors will include Edith Wharton, Thomas Mann, Vicki Baum, Ali Smith, Rick Moody. Films may include: The Last Laugh, Gran Hotel, Grand Hotel Budapest, Anomalisa, Screaming Man, Hotel Sahara, Hotel Rwanda, A Single Girl, Maid in Manhattan. We will also consider short theoretical readings on conspicuous consumption, branding, modernity and metropolitan spaces, and postcoloniality.

In the present, hotel dramas focus on issues of the invisible worker, neoliberalism (Anomalisa, Single Girl), or the trauma of civil war and the raced body (Hotel Rwanda, Screaming Man), or cultural alienation and the inability to feel joy (Lost in Translation, Hotels of North America). Comedies explore the fantasy of a dramatic social climb through identity confusion in a hotel setting (Maid in Manhattan), satires highlight the confidence man/trickster who profits from social pretensions (Felix Krull, Grand Hotel). Class lines are straddled and the boundaries between death and life blurred (Hotel World, Hotel Sahara) as the hotel space becomes a netherworld, mirroring precarious lives of illegal migrants and displaced workers.

Method of evaluation: 10-page final paper
Prerequisites: none
Enrollment limit: 15
Method of selection: email rationale to instructor Meeting times: mornings
Cost per student: $60
Instructors: Helga Druxes and Katarzyna Pieprzak

GERM 13 The Literature and Cinema of Global Organized Crime (Same as COMP 13 and RLFR 13)
In this course we will examine the demonized, self-consciously romanticized, and pointedly de-glamorized images of organized crime in literature and cinema across the contemporary global village. The subcultures of organized crime groups in the countries within Eastern Europe and Mexico, Italy, France, Japan and India manifest an unique sense, both social and political attitudes and folkways. We will examine the ways in which literary and cinematic texts portray the lives of organized crime workers within the international marketplace, and how the presence of such individuals reflect increasingly systematic economic relations across the globe. We will also study theories of confessional and postmodern narratology, in an effort to de-code representations of the criminal self that finds itself trapped in a world driven by the neoliberal economic policies of outsourcing and transnational mergers.

Method of evaluation: term paper (10-12 pages); in-class presentation of term paper project; participation in class discussions
Prerequisites: none
Enrollment limit: 20
Method of selection: through their position on a wait list Meeting times: mornings
Cost per student: $108
Instructor: Alexandar Mihailovic

GERM 16 Intro to Fashion Studies (Same as ARTH 16 and COMP 16)
Long frowned upon as a frivolous and superficial interest, fashion has since earned its credentials as a discipline worth researching about. Because Fashion is at the intersection of many disciplines (art history, anthropology, sociology, psychoanalysis, to name a few), its study gives a valuable insight into a society, a culture, and a time period.

This course is not limited to Fashion Studies and intends to teach students how to watch fashion shows and read designers' collections through the lens of various disciplines.

We will anchor our investigation of fashion within the 20th and 21st centuries and focus on couturiers from France (Poiret, Lanvin, Schiaparelli, Chanel, Balenciaga, Dior, Saint Laurent, Cardin, Lacroix), designers from the U.K. (Westwood, Galliano, McQueen), Italy (Gucci, Valentino, Armani, Prada, Moschino, Dolce and Gabbana), Japan (Kenzo, Yamamoto, Kawakubo), the U.S. (Klein, Karan, Lauren, Hilfiger). We will also look at the culture of fashion worldwide with a glimpse at specific groups such as Punks, Congolese Sapeurs, Harajuku fashionistas, etc… worldwide with a glimpse at specific groups such as Punks, Congolese Sapeurs, Harajuku fashionistas, etc…

We will watch fashion shows, feature films (Funny Face, Prêt à Porter, The Devil Wears Prada), biopics (Coco before Chanel, Yves Saint Laurent), documentaries (Valentino: The Last Emperor, Lagerfeld Confidential, Dior and I), read articles by fashion critics (Horyn, Menkes), fashion historians (Steele, Evans), and sociologists (Bourdieu).

In this course, we will explore how fashion is both the instrument of self-expression and political liberation as well as the instrument of global capitalism and the neoliberalism. We will also study the expression of freedom and political liberation in the era of the rise of the East and West. We will consider the fashion culture in the East and West, the socialist and the capitalist, the fashion culture in the East and West, the socialist and the capitalist, etc…

Method of evaluation: oral presentation, two 5-page papers, final project
Prerequisites: none
Enrollment limit: 25
Method of selection: genuine interest in fashion Meeting times: mornings
Cost per student: $170
Instructor: Christophe Koné

GERM 30 Honors Project
To be taken by honors candidates following other than the normal thesis route.

GERM 31 Senior Thesis
To be taken by students registered for German 493-494.

GLOBAL STUDIES

GBST 30 Senior Honors Project
To be taken by candidates for honors in International Studies.

HISTORY

HIST 10 North Adams, Massachusetts: Past, Present, and Future (Same as AMST 10)
This course gives students a chance to learn about Massachusetts’s smallest city, North Adams. Readings, films, field trips, and meetings with people who work with or lead nonprofits and civic organizations will introduce students to local history, current conditions in the city, and plans for future cultural and economic development. Students will be expected to complete assigned readings (one book and assorted articles) and to attend all class meetings. Final assessment will be based on students’ engagement in thoughtful discussions of class materials and in-person encounters and experiences. Students will complete a final research project (10-page written report or multimedia presentation) that they present to the class and that will be incorporated into an online resource. In addition, students will submit two short (3-4 page) reflection papers. Students must be available for class meetings, field trips, and that occasionaly occur outside of the regular class hours.

Method of evaluation: final research project (10-page paper); two reflection papers (3- to 4-pages)
Prerequisites: none
Enrollment limit: 12
Method of selection: priority to first- and second-year students Meeting times: TWR 10:00-1:00
Cost per student: $18
Instructor: Anne Valk

HIST 11 DDR, The Life and Death of a Vanished Nation: East Germany, 1949-1990 (Same as COMP 11 and RLFR 11)
In 1989, in the wake of the rapid crumbling of their power in the face of massive popular resistance, the authorities in the German Democratic Republic (Deutsche Demokratische Republik, or DDR) opened the Berlin Wall. Within a year the wall had been torn down and the East German state voted itself out of existence, abandonded wholly in the belly of its larger and more powerful neighbor to the West. Suddenly, the nation born of the promise to create a genuine people’s democracy and claiming the moral high ground as an anti-Fascist state had vanished, its political culture and social institutions suddenly erased. What were the promises of the regime and what happened to those promises? What were the contradictions in East German society and why and where did resistance slowly build to the point where the entire edifice could come tumbling down? This course will briefly chart the short history of the DDR, from the founding of the Socialist Unity Party in the Soviet occupation zone of a defeated Germany at the end of the Second World War to the total collapse of the regime in 1989/90. The course will explore key moments in the political history of the DDR, including the uprising of 1953 and the building of the Berlin Wall in 1961. It will also focus on the social and cultural practices of East German society, exploring the nature of everyday life under the Communist regime. The course will meet three times per week for the four weeks of Winter Study and part of the evidence for our discussions will come from the viewing and analysis of seven films, the majority of which were made in the DDR during its short existence and are essential viewing for the course. A textual history of the DDR will also be accompanied by a packet of additional reading materials that will be discussed in class.

Method of evaluation: final 10-page paper
Prerequisites: none
Enrollment limit: 20
Method of selection: preference given to History and German majors Meeting times: mornings
Cost per student: $30
Instructor: Chris Waters

HIST 12 The East is Red? — Socialism in Asia (Same as ASST 12 and PSCI 12)

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HIST 13 Eyewitnesses to History: American Treasures in the Chapin Library

What did Christopher Columbus write in his 1493 letter to the Spanish court? How did John Smith describe the Virginia colony in the early 1600s? What would a pioneer find when following the Oregon Trail west in 1846? How much did a farmer pay for a gun in 1800? These and other questions are answered by rare books, manuscripts, and prints in the Chapin Library, primary sources which provide eyewitness accounts of important events in American history.

In this course students will explore the extraordinary collections available at Williams and learn methods for analyzing primary sources and researching their historical context. In the first two weeks, students will investigate items selected by the instructors in a tutorial-like format, with one student giving a presentation to the seminar and another student providing a critique. For the final project, students will choose an item from the full Chapin collection to research, write a 10-page paper, and present what they have learned to the class. In addition, students will write a short exhibit label for their item for public exhibition at the end of Winter Study.

Method of evaluation: evaluation based on seminar participation, oral presentations, and final paper

Prerequisites: none

Enrollment limit: 12

Method of selection: preference given to first-year students

Meeting times: mornings

Cost per student: $0

Instructors: Charles Dew, Lori DuBois, and Wayne Hammond

Lori DuBois is a Reference and Instruction Librarian at Sawyer Library. She received her M.S. in Library Science from the University of Illinois at Urbana-Champaign, the home of the Chapin Librarian, has been a rare books and manuscripts librarian at Williams since 1976. He received his M.A. in Library Science from the University of Michigan, Ann Arbor.

HIST 14 Game of Thrones, ca. 850 B.C.E.: Empire, Religion and Palace Intrigue in the Neo-Assyrian Reliefs at WCMA

Long before the palace intrigues of Jaime, Cersei and Tyrian Lannister, Mesopotamian monarchs established the world’s first empires and littered their landscapes with palaces, temples, fortresses and monumental art. The two Assyrian stone reliefs at WCMA are stunning examples of the “calculated frightfulness” with which the kings ruled, employing politics and religion in effective and deliberate combination.

In this course, we meet twice weekly to take an interdisciplinary, close-up look at the WCMA reliefs and other objects in the WCMA cuneiform collection to ask: What (and how) did the reliefs ‘mean?’ Why did they merit inclusion in the palace of one of the most powerful kings in the ancient world? What (and how) do they ‘mean’ in the Williamstown setting? Our ‘work’ includes readings in ancient texts, learning to write cuneiform signs on clay, the Epic of Gilgamesh (a classic tale of royal adventure), royal correspondence, ancient notions about the past, sexuality, religion and stories of kings, queens and courtiers in love and war. We finish with a royal feast, featuring ancient Mesopotamian fare, and, depending on student time and interest, an overnight field trip to Yale’s Babylonian Collection.

Final projects (5-page paper plus final presentation, or the equivalent) will be determined in conversation with the instructor and guided by the student's interests. All are welcome; we hope for a lively and engaging mix of backgrounds and interests.

Method of evaluation: final project or 5-page paper plus final presentation, or equivalent, to be determined in consultation with the instructor

Prerequisites: none

Enrollment limit: 10-12

Method of selection: by seniority

Meeting times: afternoons

Cost per student: $125

Instructor: Alison Gruseke

Alison Gruseke ’82 is a Ph.D. candidate at Yale who studies the Hebrew Bible in its ancient historical and physical contexts. The crossing of cultural boundaries, identity formation and the interrelationship of cultures in conflict form a strong thread that runs through her work.

HIST 15 The Spanish Civil War in English (Same as COMP 15 and RLS 15)

See under RLS 15 for full description.

HIST 17 Eyewitness to the Civil Rights Movement: Mississippi 1964-1965

During sixteen months in 1964-65, I worked as a civil rights organizer in rural Mississippi with the Student Nonviolent Coordinating Committee (SNCC). I witnessed and aided in the heroic struggle by black citizens to dismantle the pervasive structure of Jim Crow that had oppressed them for generations. I met relatively uneducated people with the stature of giants. What I encountered was an apartheid America — a vicious police state reinforced extra-legality and violence — beyond the understanding of most Americans and certainly beyond the knowledge of the students in this course. I will explore this transformational moment in recent American history largely through reading and discussion. Topics will include nonviolence, the role of the black church, black nationalism and the role of women, armed self-defense, the role of whites, the third party politics of the Mississippi Freedom Democratic Party and the actions of the federal government during this turbulent period. Students will read three books and present a final project of their choosing. Documentary film and music from the period will have a prominent role. It is the intent of the instructor to convey the immediacy that only first person experience can evoke.

Method of evaluation: evaluation will be based upon class participation and final project

Prerequisites: none

Enrollment limit: 20

Method of selection: random drawing

Meeting times: afternoons

Cost per student: $90

Instructor: Chris Williams

Chris Williams was the college architect at Williams for many years. In his younger days, he was a field organizer in the civil rights movement in rural Mississippi. Today he lives on the backroads of Vermont.

HIST 18 The Name of the Rose

Heresy, labyrinths, libraries, sex, death and laughter: All are central to The Name of the Rose, a murder mystery, historical satire, medievalist fantasy, philosophical meditation, and homage to Arthur Conan Doyle penned by the Italian medievalist Umberto Eco in 1980. The setting is an unnamed Italian monastery in 1327; the protagonist is Brother William of Baskerville, a Franciscan friar and detective in the tradition of Sherlock Holmes. He and his novice Adriano have just arrived when a mysterious death has put the entire monastery on edge. William agrees to investigate, but more murders follow, one each over the next seven days— all of them (as William and Adso discover) according to a strange and disturbing apocalyptic pattern. Eco’s innocent and textured novel has been widely acclaimed not only as a significant work of literature, but also as an unusually insightful and sophisticated piece of historical fiction. Few novels enjoy as much cred among the medieval historians. In this course we will experience Eco’s novel as entertaining detective fiction, as a work of literature, and as a port of entry into the later medieval world.

Method of evaluation: evaluation will depend upon attendance, participation, and six 1.5-page response papers

Prerequisites: none

Enrollment limit: 30

Method of selection: preference for prior coursework in medieval history

Meeting times: afternoons

Cost per student: $30

Instructor: Eric Knibbs

HIST 25 Jerusalem: One City, Two Cultures, Three Faiths, Many Narratives (Same as REL 25 and PSCI 25)

See under REL 25 for full description.

HIST 30 Workshop in Independent Research

This course is intended for both junior History majors and sophomores intending on majoring in history who think they might like to do a senior thesis, but who would like to gain more experience in independent research. Students who are interested in exploring a possible topic for a senior thesis are especially encouraged to sign up. This workshop will help familiarize students with methods for doing historical research, including how historians define good research questions; become familiar with the historiography; strategize doing primary research; and identify their sources. Students will also be introduced to doing archival work. Students will pursue their own research on any topic of their own choosing for a 10-page final paper, and we’ll use a workshop format to discuss the research and writing of that paper.

Method of evaluation: class participation and 10-page final paper

Prerequisites: none

Enrollment limit: 15

Method of selection: interest in course subject determined by questionnaire

Meeting times: afternoons

Cost per student: $0

Instructor: Sara Dubow

HIST 31 Senior Thesis

To be taken by all senior honors students who are registered for History 493 (Fall) and History 494 (Spring). History 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

Instructor: Alexandra Garbarini

JEWISH STUDIES

JWST 31 Senior Thesis

To be taken by students registered for Jewish Studies 493 or 494.

JUSTICE AND LAW

JLST 11 So You Want to Be a Lawyer

This course is intended to familiarize both senior law school students and the practice of law. It will be taught by two law school (and Williams) graduates: one a retired former General Counsel of public and private companies continuing his career as an arbitrator for the Financial Industry Regulatory Association and the other a lawyer who spent her first career as chief real estate counsel for TIAA and, after retiring, went on to become the General Counsel of a well-known international non-profit. The instructors met in a Winter Study class in 1971 and have been friends since. They practiced at the same New York law firm after graduation, and then had very different careers in different cities.

The first class will consist primarily of a lecture by the two instructors describing the legal system and how law schools use cases and precedents as the basis for their teaching. Following the introductory class, the students will be asked to read and analyze copies of case decisions in a number of areas of substantive law — contracts, property, and Constitutional law for
example — and the next two classes will be devoted to experiencing the Socratic Method teaching that is used in law schools. The students will be asked to read materials about the practice of law — in firms, corporations, nonprofits and the public sector — and the next class will be devoted to talking about the readings as well as the instructors’ experiences in both those settings. The final group of classes will be devoted to a practical exercise in lawyering. The students will be given a memo from a client seeking help in drafting a contract with a third party. The class will be divided into groups and both groups will be asked to take the role of both sides to the potential contract and will be asked to negotiate and draft a contract based on the fact situation given. Once the two students have drafted the two contracts, they will be asked to advise their respective clients on how the client might free itself from the requirements of the contract.

**Method of evaluation:** evaluation is based on knowledge of the assigned cases and readings, participation in class discussions, and involvement and skills in the contract negotiating and drafting sessions; the two groups will have to prepare a written contract as well as a written memorandum describing to the client its obligations and its options should it not wish to proceed under the contract

**Prerequisites:** none

**Enrollment limit:** 16

**Method of selection:** start with seniors and work downward

**Meeting times:** 10-11 am and Tue

**Cost per student:** $150

**Instructors:** Gene Bauer and Betty Robbins

Gene Bauer ’71 and Betty Robbins ’72 are lawyers whose careers have taken different paths. After starting out working at the same large New York City law firm, Gene went on to become General Counsel of a number of public and private companies while Betty became head of Real Estate Law at a large insurance company. After retirement, Gene has continued to act as an arbitrator while Betty has been involved with a national non-profit organization.

**LJST 22 Learning Intervention for Teens (Same as PSCI 22)**

See under PSCI 22 for full description.

**LATINO STORIES**

**LATS 11 Feminist Perspectives on Latinas in Popular Media (Same as AMST 11 and WGS 11)**

Beginning with an overview of canonical and emerging works of Latina feminist thought, this interdisciplinary class will survey a range of case studies designed to deepen students’ understanding of the unique positionality of Latinas in contemporary popular media. These case studies will focus on questions of Latina representation and Latinx media audience dynamics, with an emphasis on women of color feminist agency, transnational media flows, and feminist methodologies.

**Method of evaluation:** two 5-page papers

**Prerequisites:** none

**Enrollment limit:** 12

**Method of selection:** preference to LATS concentrators, AMST/WGSS majors

**Meeting times:** mornings

**Cost per student:** $125

**Instructor:** Maria Elena Cepeda

**LATS 12 Death, Sex, and Money in Brazil (Same as WGS 12)**

See under WGS 12 for full description.

**LATS 17 Writing in the Margins: Playwriting as Plagiarism (Same as AFR 17 and COMP 17 and THEA 17 and WGS 17)**

See under THEA 17 for full description.

**LATS 31 Latina/o Honors Thesis Seminar**

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

**Prerequisites:** approval of program chair

**Enrollment limit:** limited to senior honors candidates

**LEADERSHIP STUDIES**

**LEAD 11 Our First Amendment**

“Congress shall make no law... abridging the freedom of speech, or of the press.” Those words are clear, and yet our interpretation of these essential rights has changed over the decades. In this seminar, we will study how free speech and freedom of the press are protected with other rights as well as with governmental responsibilities. How should we balance the free flow of information with national security? How should we balance free speech with speech we hate? Was the Nazi demonstration in Skokie, Illinois in 1977, flag burning, and trigger words; Among the cases we will examine are the Pentagon Papers, the decision of the New York Times in 1971 to publish classified information about the war in Vietnam; Supreme Court decisions in the 1964 libel case, the New York Times v. Sullivan, that set a high bar for libeling public officials and other public figures, and in the Citizens United case in 2010 that equated money and speech. We will look at more recent cases that raise issues of privacy, intellectual property rights, and national security, such as Apple’s refusal to unlock a cell phone. And we will discuss uncomfortable learning at Williams College. Along with current journalism and key texts written by Madison and Jefferson, we will discuss a chapter by Williams political scientist James MacGregor Burns, Anthony Lewis’s short history of the First Amendment in the 20th century, anecdotes by James Goodale, the Times’ lawyer in the Pentagon Papers case, and an account of that case by law professor David Rudenstein.

**Method of evaluation:** participation in class discussions, one 3-page paper, and one 7-page paper

**Prerequisites:** none

**Enrollment limit:** 12

**Method of selection:** preference to Political Science and History majors

**Meeting times:** afternoons

**Cost per student:** $25

**Instructor:** Marc Charney

Marc Charney, ’65, has been an editor at the New York Times for more than 30 years, and is now an editor of opinion articles. He previously was foreign editor of the Times’ Week in Review section and, earlier, a foreign correspondent for the Associated Press.

**LEAD 12 Principles of Effective Leadership**

This course will examine issues related to effective leadership in a variety of contexts. We will probe the role of the leader, as well as identifying key principles of leadership with reference to several great leaders in history, moving on to consider contemporary yet timeless topics such as personal responsibility, corruption and fraud in the private sector as well as the essential role good communications skills play in exercising leadership. The majority of class sessions will feature distinguished guest speakers, many of whom are Williams alumni, who have held leadership roles in government, business, philanthropy and healthcare. Probing our guests’ approaches to organizational leadership is the primary goal of this Winter Study. Each student will be asked to host a guest at dinner or breakfast before we meet, to introduce him or her to the class, and to stimulate discussion. After each lecture, we will spend time in the next class sharing impressions, surprises and lessons learned. There will be a 10-page final paper which may take a variety of forms and formats, but which should address the basic themes in our readings as well as what you have learned from our guests, both collectively and more specifically in the case of at least three individuals.

**Method of evaluation:** attendance, class participation, short paper (5-page), and final presentation

**Prerequisites:** none

**Enrollment limit:** 25

**Method of selection:** Leadership Studies concentrators, preference to seniors and juniors

**Meeting times:** mornings

**Cost per student:** $50

**Instructor:** William Simon

William E. Simon, Jr., ’73. Businessman, lawyer, and philanthropist, Mr. Simon is Co-Chairman of William E. Simon and Sons, a private equity firm, and the William E. Simon Foundation. Early in his career he was Assistant U.S. Attorney for the Southern District of New York and later was the 2002 Republican gubernatorial nominee in California. Mr. Simon is a Trustee Emeritus of Williams College.

**LEAD 14 The CIA and the Politics of Intelligence (Same as PSCI 14)**

See under PSCI 14 for full description.

**LEAD 18 Wilderness Leadership in Emergency Care**

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written & practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification.

**Method of evaluation:** written and practical exam

**Prerequisites:** none

**Enrollment limit:** 22

**Method of selection:** submit a statement of purpose to the instructor explaining why they want to take the course and hope to gain from the experience

**Cost per student:** $465

**Meeting times:** the course runs nine consecutive days straight from 9AM - 5PM, with a possible one nighttime rescue exercise

**Instructor:** Scott Lewis

**MATHEMATICS/STATISTICS**

**MATHEMATICS**

**MATH 11 A Taste of Austria**

This course introduces students to elements of the Austrian culture around the turn of the 19th century up to today. Students will learn and prepare presentations about significant contributions to the arts and sciences from Austrians such as musician Gustav Mahler, artist Gustav Klimt, scientist Karl Landsteiner or poet Stefan Zweig. Other activities include learning how to dance the Viennese waltz composed by Johann Strauss (in case you want to attend Austria’s main annual society event, the Opernball in Vienna) or how to prepare Wiener schnitzel or bake Sachertorte (the delicious cake offered by the Hotel Sacher in Vienna). If time and weather permits, we will also pursue typical Austrian winter activities such as downhill or cross country skiing, sledding or skating. The course will be conducted mainly in English, with some German intermingled.

**Method of evaluation:** evaluation will be based on attendance, a 10-page paper (including presentation slides) and a corresponding presentation on a topic with an Austrian connection (possible topics will be suggested, but students can choose their own), and class discussions

**Prerequisites:** none necessary although some knowledge of German is welcomed

**Enrollment limit:** 24
Method of selection: random selection
Meeting times: mornings
Cost per student: $90
Instructor: Sylvia Logan
Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with several dance companies including Jennifer Muller and the Works, a modern company based in New York City for five years.

MATH 14 Math Review
Taking a Math or Stat course in the Spring? Worried that your math is a little rusty? Improve your skills and make the Fall course go more smoothly by reviewing material over Winter Study. Students will meet with the instructor to discuss their background and design a study plan. Coursework will be done independently and working in small groups with the instructor.

Method of evaluation: evaluation will be based on participation and homework
Prerequisites: none; have to be enrolled in a MATH or STAT course in the spring
Enrollment limit: 15
Method of selection: preference will be given to QS students
Meeting times: afternoons
Cost per student: $25
Instructor: Stewart Johnson

MATH 15 Pilates: Physiology and Wellness (Same as SPEC 15)
During the first half of the twentieth century, Joseph Pilates developed a series of exercises he called Contrology designed to strengthen core muscles and improve overall health. Now known as Pilates, these exercises are meant to increase flexibility, strength, endurance, and spinal health. In this course, we will study the physiology and origins of the Pilates exercises as well as how Pilates can be incorporated into an overall wellness plan. Class time will include both Pilates routines, discussion, and guest lecture. There will be weekly quizzes, readings, and a final project. We will meet 3 mornings per week.

Method of evaluation: class participation, quizzes, and final project
Prerequisites: none
Enrollment limit: 10
Method of selection: selection will be based on student responses to a course survey
Meeting times: mornings
Cost per student: $125
Instructor: Allison Pacelli

MATH 16 The Science of Star Trek (Same as PHYS 16)
See under PHYS 16 for full description.

MATH 17 Modern Dance — Muller Technique
This dance class will be based on the modern dance technique developed by Jennifer Muller, with whom I danced professionally for 5 years in New York City and in Europe. Jennifer Muller was a soloist in the dance company of Jose Limon before she started her own company in 1974. She has added her own style of movement to the Limon technique, creating an expansive, free flowing dance that is wonderful to do and to watch. The class will be multi levelled and open to both men and women alike. Students will have the opportunity to choreograph a short piece either as a soloist or in small groups.

Method of evaluation: a 1/2-page journal entry is required after each class, a 1/2-page commentary on 10-12 dance videos, attendance, and a short project/concert at the end of winter study.
Prerequisites: none; no previous dance experience necessary
Enrollment limit: 20
Method of selection: selection will be based on the order that they sign up for the course, we air first choice for classes.
Meeting times: Monday, Wednesday, Friday from 11 am until 1 pm
Cost per student: $0
Instructor: Sylvia Logan
Sylvia Logan received her B.A. in Slavic Literature from Stanford University. She danced professionally with several dance companies including Jennifer Muller and the Works, a modern company based in New York City for five years.

MATH 12 The Mathematics of Lego Bricks
This course is a modification of three previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency); however, instead of trying to build a SuperStar Destroyer in a world record time, we instead will build a large suspension bridge in Paresky and MLK Day, and partner with Williamstown Elementary and the Williamstown Youth Center on projects (probably Lego Mindstorm).

Method of evaluation: a mix of written assignments and public activities; a large project which the class will undertake over the course of the term.
Prerequisites: none
Enrollment limit: 30
Method of selection: conversations with instructor
Meeting times: mornings
Cost per student: $30
Instructor: Steven Miller

STAT 31 Senior Thesis
To be taken by candidates for honors in Mathematics other than by thesis route.

MUS 13 Introduction to Argentine Tango (Same as DANC 13)
Through reading, film viewings, and participating in musical exercises and dance workshops, students will explore the sounds and movements of Argentine tango, while also considering its broader social and historical context both in Argentina and abroad. No prior musical or dance experience necessary.

Grades will be based on course participation, regular journal entries (2 pages per week), an individual final project (including a 2- to 3-page written component), and their participation in a group-organized public tango event at the conclusion of the course (with 2-page write-up).

MUSIC
Method of evaluation: reading journal, final project, participation in group project, and full participation in class discussion and workshops
Prerequisites: none
Enrollment limit: 30
Method of selection: seniority, Music and Dance majors
Meeting times: mornings, afternoons
Cost per student: $40
Instructor: Corinna Campbell

MUS 14 Classic American and European Musical Theatre (Same as THEA 14)
This Winter Study will give participants an opportunity to study and perform numbers for one or more singers in great American musicals and European light operas. You have sung a solo, you have sung in chorus — now practice the exacting art of singing a solo or an ensemble on stage. The course will culminate with a performance of ensembles, solos, and duets, concentrating on connections between the music of Leonard Bernstein and Stephen Sondheim. Singers, actors, and pianists are all welcome to participate. The course is intended especially for singers who wish to have some stage time, and for actors whose work involves on their singing.
Method of evaluation: a student may fulfill the requirements of the course by performing in the final public concert
Prerequisites: none
Enrollment limit: 30
Method of selection: will communicate with those wishing to register either in person or via email
Meeting times: afternoons, MWF 1:00-3:00
Cost per student: $0
Instructor: Keith Kibler
Keith Kibler has performed under some of the finest directors including David Alden, Peter Sellars, and Galina Vishnevskaya. He sang a major role in Kurt Weill’s “Das kleine Mahagonny” at the American Repertory Theatre. He has appeared in numerous operas with companies in the United States and England.

MUS 15 Contemporary Songwriting (Same as AMST 15)
This course will focus on learning how to write and perform songs in contemporary styles (rock, folk, jazz, bluegrass, etc. Unfortunately, we will not be addressing rap or spoken word). Topics addressed will include song structure, songwriting, how to create chord progressions, and how to write and record songs. This course will culminate in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs. These songs must be conceived during the course period (previously written material is not usable). Students will be guided to create both music and lyrics. They may also be required to participate in a co-write session. At least one of these songs will be presented during the final performance, preferably by the student. Attendance at classes, feedback sessions, and all officially scheduled events is mandatory. A short writing assignment based on the assigned reading will be passed in on the last day of class.
Method of evaluation: attendance, final performance, and writing assignment
Prerequisites: none
Enrollment limit: 14
Method of selection: students with a musical background and the ability to play an instrument may be given preference, but anyone interested is encouraged to register
Meeting times: mornings
Cost per student: $65
Instructor: Bernice Lewis
Bernice is the Artist Associate in Songwriting. She also teaches at Colorado College and is an Artist in Residence for the National Park Service. With four decades of performing and seven acclaimed CDs, Lewis has built a solid national and international following. She studied vocalization with Bobby McFerrin, guitar with Alex DeGrassi and Van Guy Duser, and songwriting with Rosanne Cash and Cris Williamson. She has been a featured performer on NPR’s Mountain Stage, and the Kennedy Center.

MUS 16 Zimbabwean Music Collaboration
This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba and voice, the course explores the orchestration of such music on other instruments such as brass, woodwinds, strings and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Besides the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of the music. The class will conclude with an end-of-Winter Study performance by the participants.
Method of evaluation: end-of-Winter Study performance
Prerequisites: none; students who play other instruments are encouraged to bring them
Enrollment limit: 30
Method of selection: previous musical background, those who play other instruments may have an advantage
Meeting times: afternoons
Cost per student: $0
Instructor: Tendai Muparutsa

MUS 17 Chamber Orchestra of Williams
The Classical chamber orchestra will perform symphonies of Haydn and Mozart. Performing music of this period demands a high level of technical ability. Performance practice of this period will be a priority. The issues of intonation, articulation, balance, bowing, dynamics, tempo, and interpretation will be the backbone of the training.
Haydn, the first composer to define the classical symphonic style, will be represented by ‘Le Miti,’ the middle work of his symphonic triptych ‘Le Matin, Le Midi, and Le Soir.’ Mozart continued the development of the classical symphonic style. The orchestra grew in size on Mozart’s watch fueled by his need for more dramatic contrast and a richer harmonic language. Symphony no. 35, K385 will be the companion piece for COW 2017.
Two student conductors will be chosen to conduct the orchestra, one from the full orchestral conducting class, and one from Student Symphony. They will conduct the orchestra and act as personnel managers and librarians. They will be responsible for rehearsal priorities and strategies as they move forward from one rehearsal to another. There will be a final recorded and videotaped concert at the end of Winter Study. Berkshire Symphony and Student Symphony members will make up the bulk of the orchestra. Instrumentalists not selected in either ensemble are also welcome. Maximum enrollment: Strings: 12 violins, 5 violas, 4 cellos, 2 basses. Winds: 2 flutes, 2 oboes, 2 clarinets, 2 bassoons, 2 horns, 2 trumpets, timpani.
Method of evaluation: attendance and preparation
Prerequisites: none
Enrollment limit: 36
Method of selection: audition and need
Meeting times: evenings
Cost per student: $0
Instructor: Ronald Feldman

MUS 18 Singing and Temperament
Our musical system conceals a fundamental flaw — an inherent, mathematical incommensurability of its intervals: a finite collection of tones cannot be built from pure fifths and thirds and also be closed at the octave (i.e. twelve fifths from C returns not to another C, but to the distinct pitch B#). Equal temperament is our modern solution to this problem: we make the space between all tones exactly the same, spreading the discrepancy between C and B# evenly among all intervals, thereby making all intervals slightly impure. Historically, this was not always the case; in the seventeenth and eighteenth centuries, many and compelling methods arose to distribute the discrepancy in uneven but usable ways. As a result, different keys had different sounds — some were more harmonious, others less so; triads in those keys were not simply major or minor, but involved many shades of major and minor. Drawing on ancient legends, writers ascribed specific characters to particular keys, and such key characters undoubtedly shaped composers’ choices: Mozart, for instance, reserved g minor for particularly tragic topics; E-flat suggested particular paths for modulation by Bach. The class will explore the theory, mythology, and most importantly, the practice of diverse, microtonal tuning systems from the Baroque era: much of the class work will involve learning how to tune a harpsichord, realizing various historical temperaments on the instrument, and performing works thereupon in multiple keys, exploring the distinct sounds those temperaments create.
Method of evaluation: student’s singing project, and its accompanying presentation and paper
Prerequisites: none
Enrollment limit: 12
Method of selection: Music majors, performers, and students who have taken a music theory course
Meeting times: mornings
Cost per student: $0
Instructor: Ed Gollin

MUS 19 The World and Wes Anderson
Among commercially successful American filmmakers of the new millennium, Wes Anderson has cultivated one of the most strongly recognizable styles. While his films largely embrace traditional narrative structures, they take inspiration from (and allude to) movements far outside of traditional filmmaking. In this class, we will use his films as a lens into these diverse topics, including contemporary art, interior design, film history, music history, political history, national identity, celebrity, philosophy, typography, and the environment. Class meetings will consist of lecture, discussion, group viewing sessions, and student presentations. Outside of the classroom, students will read articles, watch video, and listen to music that relates closely to the course content.
Method of evaluation: participation, presentation, creative project and short paper (1- to 3-page), final paper (8- to 10-page)
Prerequisites: none
Enrollment limit: 20
Method of selection: preference to students who have taken courses about film in any department
Meeting times: mornings, afternoons
Cost per student: $0
Instructor: Zachary Wadsworth

MUS 25 Creative Art Projects inspired by Southern Florida Native American Indian History and Culture
This travel course will focus on creative art work inspired by the history and culture of Native American Indians of Southern Florida. We will discuss the history and culture of Native Americans in the area, focusing mostly on the Calusa, their society, politics, system of government, trading customs, and religion. We will also talk about their construction of a canal system, and their architecture and engineering. Students will arrive at their own conclusion about the impact of Native Americans in our culture. They will also use their experiences during field trips, workshops, lectures, and group discussions as a source of inspiration for their creative work in one or more of the following fields: music composition, visual arts (video, photography), and literature. They will create their projects individually or form teams to create
interdisciplinary works. If team work is selected for the creation of a project, there will be a limit of one student per discipline in each team.

Students will create their projects individually or could form teams to create interdisciplinary works. If team work is selected for the creation of a project, there will be a limit of one student per discipline in each team.

Field trips will be scheduled during the mornings. Some lectures will be scheduled during afternoons and evenings. Times not scheduled for lectures or field trips will be dedicated to study articles on The Calusa and the creation of individual or team creative work. Students will have a travel journal reflecting on their experiences and their artistic response as they occur. Students’ projects in progress will be shared with members of the Pine Island Community. Once the creative process is completed we will donate copies of the projects to the Randell Research Center. Creative projects will also be shared with the Williams College community after our return to Williams. Students will also write a four-page paper describing how they integrated the knowledge acquired about the Calusa Indians and their civilization into their creative projects.

Prior to our departure, students should have read the following book:

Method of evaluation: creative project and a 6-page paper

Prerequisites: none; not open to first-year students

Enrollment Limit: 7

Method of selection: priority to students with experience in music, the arts, archeology, and environmental studies

Cost per student: $1970

Instructor: Ileana Perez Velazquez

MUS 31 Senior Thesis
To be taken by students registered for Music 493-494.

NEUROSCIENCE

NSCI 31 Senior Thesis
To be taken by students registered for Neuroscience 493-494.

PHILOSOPHY

PHIL 12 Ethics in Public Health (Same as PHLH 12)
It is the beginning of Winter Study on the Williams campus. Students are just arriving after their semester break, and along with them, a novel and highly transmissible strain of avian flu. It is a fictional scenario, but not unimaginable. Over the course of the winter study period we will watch it unfold, and use it as a launch pad for investigating ethics in public health. In particular, the various stages of the epidemic will give us the opportunity to explore the ethics of disease surveillance, research, resource allocation, and compulsion within the public health context (e.g., mandated reporting of disease, isolation and quarantine, compulsory vaccination and treatment), among other topics. Students will be expected to complete background readings in public health ethics taken from the philosophical, bioethical, and professional public health literature, and to participate actively in class discussions. In addition, students are responsible to give in-class presentations in which they propose public health measures at various stages of the fictional epidemic, and defend the ethical dimensions of the measures they propose. (These may be team presentations, depending on class enrollment.) Each student will submit a brief (e.g., 2-3 page) written response to at least three other presentations.

Method of evaluation: one in-class presentation, three short (2-3 page) response papers, and participation

Prerequisites: none

Enrollment Limit: 12

Method of selection: Public Health concentrators and Philosophy majors will receive enrollment priority

Meeting Times: afternoons

Cost per student: $10

Instructor: Julia Pedroni

PHIL 14 Yoga and an Ethical Life
“Yoga and an Ethical Life” will explore how the practice of yoga can serve as a foundation and guide for ethical living, looking in particular at yoga as an inspiration for environmental and social justice work. Alongside the physical practice of yoga, the class will investigate the ethical teachings of yoga’s ancient text, the “Yoga Sutras of Patanjali.” Students will learn a number of basic yoga poses and breathing techniques in 1.5-hour classes that will meet 4 or 5 times a week. In addition, students will read and discuss excerpts from the Yoga Sutras and several different commentaries, including those of BKS Iyengar (Light on the Yoga Sutras) and Bernard Bouanchaud (The Essence of Yoga). The principal reading will be Michael Stone’s “Yoga for a World Out of Balance: Teachings on Ethics and Social Action.” Students will be expected to practice on their own the remaining days, to keep a log of their practice over the month-long course, and to participate in class discussions of the readings. For final credit, students must write a 5- to 10-page paper on a theme of their choice relating to their experience of the class and the ethical teachings of yoga.

No previous yoga experience is required. Students will purchase a copy of Michael Stone’s book and join a group order for a yoga mat.

Method of evaluation: class participation and final paper (5- to 10-pages); students are expected to attend all the classes; absences need to be cleared in advance with the instructor.

Prerequisites: no broken bones or acute physical injuries; previous yoga experience not required

Enrollment Limit: 12

Method of selection: priority to those who enroll first, with in-person follow-up to assess motivation and commitment to participate

Meeting Times: Monday-Thursday, 10:30-12, at Tasha Yoga Studio, 20 Spring St., Williamsport; first class Tuesday, January 3, last class Thursday, January 26.

Cost per student: $75, based on need of yoga mat and purchase of book

Instructor: Anne O’Connor

Yoga teacher Anne O’Connor is trained in the Iyengar yoga method, which she has been practicing for 20 years. O’Connor, a freelance editor, also serves on the Williamsport Select Board and is a member of the environmental group 350MA-Berkshires and the First Congregational Church of Williamsport.

PHIL 25 Eye Care and Culture in Nicaragua (Same as PSYC 25)
Among the works students will read, in part or as wholes, and then discuss, are the following:
- Dix and Fitzpatrick 2011, Nicaragua. Surviving the Legacy of U.S. Policy
- Hooker 2010, “The Mosquito Coast and the Place of Blackness and Indigeneity in Nicaragua”
- Hooker 2011, Inaugural Lecture for the 2011 Academic Term of the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN)
- Kinzer 2007, Blood of Brothers. Life and War in Nicaragua.

Method of evaluation: class participation and journals, along with on-site observation of the students’ participation in the eye clinics.

Prerequisites: none; although it is helpful to include three to six students who are fluent in Spanish; not open to first-year students

Enrollment Limit: 12

Method of selection: students will submit applications indicating why they want to take the course; in 2014, 2015, and 2016, we were able to include (1) all seniors who applied, and (2) all students who had applied for inclusion in the course in earlier years but were excluded; others were selected on the basis of their applications; those who were excluded were informed that if they reapplied in later years, we would attempt to accommodate them; we hope to be able to continue to do so; as indicated above, it is important to have some students who are fluent in Spanish, so that may be a factor in some cases.

Cost per student: $3800

Instructors: Alan White, Elise Harb, and Laura Smalarz

PHIL 26 Morocco
Students spend winter study in Morocco, a country at the intersection of the Middle East, Northern Africa, and Sub-Saharan Africa. It is a land of ancient and modern, of Berber life and Andalusian culture, and of the intersection of Islam and Christianity. The country’s history is marked by the imprint of European colonialism, and the legacy of the Spanish presence in the country and its culture is still felt today. Morocco is a country of great cultural diversity, with the local Berber population living in the mountains and the modern elements of the country’s culture reflected in the cities of Marrakech, Casablanca, and Rabat. The country’s history, literature, and philosophy offer a unique glimpse into the region’s past and present.

Over the course of the winter study period we will watch it unfold, and use it as a launch pad for investigating ethics in public health. In particular, the various stages of the epidemic will give us the opportunity to explore the ethics of disease surveillance, research, resource allocation, and compulsion within the public health context (e.g., mandated reporting of disease, isolation and quarantine, compulsory vaccination and treatment), among other topics. Students will be expected to complete background readings in public health ethics taken from the philosophical, bioethical, and professional public health literature, and to participate actively in class discussions. In addition, students are responsible to give in-class presentations in which they propose public health measures at various stages of the fictional epidemic, and defend the ethical dimensions of the measures they propose. (These may be team presentations, depending on class enrollment.) Each student will submit a brief (e.g., 2-3 page) written response to at least three other presentations.

Method of evaluation: one in-class presentation, three short (2-3 page) response papers, and participation

Prerequisites: none

Enrollment Limit: 12

Method of selection: students will submit applications indicating why they want to take the course; we have taken students whose majors are in closely allied fields (e.g. Middle Eastern history, Arabic language) as well as students from related disciplines in Divisions I and II (e.g. art history, French language, political science, philosophy, literature, and religion, to name a few); equally important, we have been delighted to take many Division III students whose academic experience not required

Meeting Times: afternoons

Cost per student: $3800

Instructors: Alan White, Elise Harb, and Laura Smalarz
Method of selection: we select students using a two-step process: (1) a required 1-page essay describing the student's interest in and background for the course; (2) interviews with individual students.

Cost per student: $3500

Instructors: Melissa Barry and Sherron Knopp

**PHIL 31 Senior Thesis**

To be taken by students registered for Philosophy 493-494.

**PHYS 11 Science for Kids (Same as CHEM 11)**

See under CHEM 11 for full description.

**PHYS 12 Drawing as a Learnable Skill**

Representational drawing is not merely a gift of birth, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing skills. By using simple techniques and extensive exercises you will develop your ability to accurately see and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and teach creative problem solving abilities. Students need no previous artistic experience, just the willingness and desire to learn. Students will be expected to attend and participate in all sessions. They will also be required to keep a sketchbook of homework assignments recording their progress and complete a final project.

Method of evaluation: the final evaluation will be based on class participation during the course, improvement made, and participation in a formal exhibition of drawings consisting of two drawings: one still life and one portrait; a short 2-page paper will be required of which the student is asked to describe what they have learned from the class and how their understanding of drawing has been affected by what they learned.

Prerequisites: none

Enrollment limit: 18

Method of selection: if overenrolled, selection will be based on seniority

Meeting times: mornings

Cost per student: $8

Instructor: Melissa Barry and Sherron Knopp

**PHYS 12 Loop d’ Loop d’ Loop d’ Loop d’ Loop d’ Loop... (Same as MUS 20)**

This class is about music, but you don’t have to be a musician to take it. It is about recursion, but you don’t have to be a computer scientist to get it. We will play with the subjective and social meanings of sound-art, but you don’t have to be an artist to play along. Imagine that you record yourself speaking in a room; You record the sound of that recording as it plays back in that same room; You record the recording of the recording; You sit back and let this loop repeat and repeat. Eventually your world will be smothered by the resonances of the room into a rich melody. In this class we will explore the world of sound-art. We will transmute audio samples by harnessing the resonances of architectural spaces in Williamstown, from dorm room to theater. Emphasizing hands-on projects, students will create, listen, read, and field trip their way to a new understanding of sound and recursion.

Method of evaluation: first project and final project — both require substantial work.

Prerequisites: none

Enrollment limit: 20

Meeting times: Monday-Thursday, 1-4 pm

Cost per student: $20

Instructor: Charles Doret

**PHYS 18 Wood and Woodturning (Same as ARTS 18)**

Woodturning — the use of a lathe to sculpt cylindrically symmetric objects from wood. This course is about the practice and art of turning wood, but it is also about the tools used in the process. The course will introduce digital circuits and the Arduino, a microcontroller. Class will meet mornings, labs in afternoon.

Instructor: Stella Ehrich

Stella Ehrich is a professional painter whose work includes portraits, landscapes and still life subjects. She studied for seven years at Studio Simi in Florence, she holds an MFA in painting from Bennington College and a BFA from the Memphis Academy of Art.

**PHYS 18 Electronics**

Electronic circuits and instruments are indispensable parts of modern laboratory work throughout the sciences. This course will cover the basics of analog circuits, including transistors and operational amplifiers, and will briefly introduce digital circuits and the Arduino, a microcontroller. Class will meet four afternoons a week for a mixture of lab and lecture, providing ample opportunity for hands-on experience. Students will build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, students will design and build a final project, or write a 10-page paper.

Method of evaluation: class participation, completion of laboratory work, and the quality of the final project or 10-page paper

Prerequisites: MATH 140 or equivalent calculus; no prior experience with electronic circuits is assumed

Enrollment limit: 18

Method of selection: priority given to seniors first, first-years last

Meeting times: afternoons

Cost per student: $25

Instructors: Jefferson Strait and Jason Mativi

**PHYS 14 Light and Holography**

This course will examine the art and science of holography. It will introduce modern optics at a level appropriate for a non-science major, giving the necessary theoretical background in lectures and discussion. Demonstrations will be presented and students will make several kinds of holograms in the lab. Thanks to a grant from the National Science Foundation, we have 7 well — equipped holography darkrooms available for student use. At the beginning of WSP, the class will meet for lecture and discussion three mornings a week and for lab 2 afternoons a week. The latter part of the month will be mainly open laboratory time during which students, working in small groups, will conduct an independent project in holography approved by the instructor.

Method of evaluation: students will be evaluated on the basis of regular attendance, completion of 4 laboratory exercises, and a holography laboratory project (approved by the instructor) with either a poster presentation to the class at the end of WSP; attendance at all classes and labs is required for a passing grade.

Prerequisites: none

Enrollment limit: 30

Meeting times: mornings, labs in afternoon

Cost per student: $50

Instructors: David Tucker-Smith and Kevin Forkey

**PHYS 16 The Science of Star Trek (Same as MATH 16)**

Comprising twelve motion pictures and five major television series, totaling over 500 hours of film, Star Trek has had a profound impact on pop culture and the scientific imagination. In this Winter Study course, we will board Star Trek as vehicle towards a critical discussion of science, technology, and their consequences to society. We will boldly question topics such as the nature of reality, the (uni/multi)verse according to quantum theory and general relativity, the origins of consciousness and the possibility and consequences of extraterrestrial and artificial intelligence. We will view select episodes and films from the franchise, discussing their basis in actual science and using them as a prism to understand issues facing us on Earth. For more details, see http://web.williams.edu/Mathematics/sjmiller/public_html/1701/

Method of evaluation: class participation, the completion of two short essays (3- to 4-pages) and a final project, and the Kobayashi Maru test

Prerequisites: none

Enrollment limit: 25

Meeting times: afternoons

Cost per student: $30

Instructors: Frederick Strauch and Steven Miller

**PHYS 20 Loop d’ Loop d’ Loop d’ Loop d’ Loop d’ Loop... (Same as MUS 20)**

This class is about music, but you don’t have to be a musician to take it. It is about recursion, but you don’t have to be a computer scientist to get it. We will play with the subjective and social meanings of sound-art, but you don’t have to be an artist to play along. Imagine that you record yourself speaking in a room; You record the sound of that recording as it plays back in that same room; You record the recording of the recording; You sit back and let this loop repeat and repeat. Eventually your world will be smothered by the resonances of the room into a rich melody. In this class we will explore the world of sound-art. We will transmute audio samples by harnessing the resonances of architectural spaces in Williamstown, from dorm room to theater. Emphasizing hands-on projects, students will create, listen, read, and field trip their way to a new understanding of sound and recursion.

Method of evaluation: first project and final project — both require substantial work.

Prerequisites: none

Enrollment limit: 20

Meeting times: Monday-Thursday, 1-4 pm

Cost per student: $20

Instructor: Daniel Fox

Daniel Fox is a composer and a mathematician who explores moments of the scientific imagination. In this Winter Study course, we will board Star Trek as vehicle towards a critical discussion of science, technology, and their consequences to society. We will boldly question topics such as the nature of reality, the (uni/multi)verse according to quantum theory and general relativity, the origins of consciousness and the possibility and consequences of extraterrestrial and artificial intelligence. We will view select episodes and films from the franchise, discussing their basis in actual science and using them as a prism to understand issues facing us on Earth. For more details, see http://web.williams.edu/Mathematics/sjmiller/public_html/1701/

Method of evaluation: class participation, the completion of two short essays (3- to 4-pages) and a final project, and the Kobayashi Maru test

Prerequisites: none

Enrollment limit: 25

Meeting times: afternoons

Cost per student: $30

Instructors: Frederick Strauch and Steven Miller

**PHYS 22 Research Participation**

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students. Approximately 35 hours per week of study and actual research participation will be required of students. Those interested should consult with members of the department as early as possible in the registration period or before to determine details of projects then expected to be available.

Method of evaluation: students will be required to keep a notebook and write a 5-page paper summarizing their work

Prerequisites: permission of instructor

Meeting times: to be arranged with instructor

Cost per student: $0

Instructor: David Tucker-Smith and members of the Physics department

**PHYS 31 Senior Thesis**

To be taken by students registered for Physics 493-494.
POLITICAL ECONOMY

POEC 21 Fieldwork in Public Affairs and Private Non-Profits (Same as PSCI 21)
See under PSCI 21 for full description.

POEC 23 Endowment Investment Management
This class is designed to provide students with an overview of endowment and investment management and is taught by members of the Williams College Investment Office. The Investment Office is responsible for overseeing Williams’ $2 billion endowment. The class will cover investment strategies, asset classes, risk management, and project work. Winter Study students will gain a better understanding of the various components of an institutional investment portfolio, how it is managed, and how investment managers are selected and monitored.

Prerequisites: none
Enrollment limit: 7
Method of selection: to apply, please select POEC 23 as your first choice; additionally, please send an email with a resume and cover letter to investmentoffice@williams.edu by 11:59 PM ET on Sunday, October 9, 2016; students will be selected via phone interviews.

Meeting times: mornings
Cost per student: $0
Instructor: Abigail Wattley
Abigail has served as a Director in the Williams College Investment Office since 2010. From 2007 to 2008 Abigail worked in the Investment Office as an Investment Analyst. Prior to Williams, Abigail worked as a Senior Consulting Associate at Ambriidge Associates, an investment consulting that provides investment advice to endowed non-profits. Abigail received a B.A. in Economics from Williams College in 2005 and a Master of Business Administration from the Harvard Business School in 2010.

POEC 31 Honors Thesis
To be taken by students registered for Political Economy 493.

POLITICAL SCIENCE

PSCI 10 All Politics is Local — Or is it?
This course will focus on the changes that have taken place in American politics over the past thirty-five years. Students will compare the similarities and differences between the political culture of the eighties and now. They will learn how two strong-willed leaders were able to get things done despite their philosophical differences. The relationship between President Ronald Reagan and Speaker of the House Tip O'Neill is one that has been analyzed by many, yet understood by few. They were able to reach compromises in order to keep the government functioning, while at the same time being able to maintain the support of their base. Tip O’Neill was often quoted as saying that “all politics is local” and he saw himself as the voice of the working class. Reagan however, was able to win over many blue-collar workers despite his support of policies which were considered harmful to the working class. Students may also discover that maybe not much has changed in the past thirty-five years. The divide between American politics today is no greater than it was thirty years ago, yet something has changed. The class will hear from political leaders of both parties, some who began their political careers when Reagan and O’Neill were leaving Washington, who will give their thoughts on how the political discourse in America could be better. Political leaders who will be speaking with students during winter study will include both former and current Mayors, legislative leaders, and members of the executive branch of State government. Their participation will offer meaningful insight into the world of politics and government service.

Method of evaluation: two 5-page reports and a 15-minute presentation to class
Prerequisites: none
Enrollment limit: 15
Method of selection: lottery
Meeting times: mainly morning/some may have to be in the afternoon based on guest schedule
Cost per student: $0
Instructor: John Barrett
John Barrett has been involved in politics and government for nearly 45 years beginning in 1972 when he was elected to the Massachusetts Democratic State Committee from Berkshire County. He held elective office from 1975-2009; North- ern Berkshire Vocational School District 1976-1984; Berkshire County Commissioner from 1977-1981, 26 years as Mayor of North Adams, MA 1984-2010.

PSCI 12 The East is Red? — Socialism in Asia (Same as ASST 12 and HIST 12)
See under ASST 12 for full description.

PSCI 13 The Art of War
This course will examine the meaning and uses of the classical Chinese text, The Art of War, by Sun Tzu. Students will consider Sun Tzu’s insights both in the context of ancient Chinese philosophy and in terms of their contemporary relevance. The first half of the course will concentrate on placing Sun Tzu in historical and philosophical context; the second half will examine how The Art of War has been used in a variety of modern fields.

Method of evaluation: evaluation will include mandatory class attendance and participation, and a 10-page paper
Prerequisites: none
Enrollment limit: 20
Method of selection: seniors and juniors will have priority
Meeting times: mornings
Cost per student: $75
Instructor: Sam Crane

PSCI 14 The CIA and the Politics of Intelligence (Same as LEAD 14)
This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence works, the various political issues that emerge from those activities. Some of the Agency’s signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency.

Method of evaluation: evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and its historical context.
Prerequisites: none
Enrollment limit: 20
Method of selection: preference to PSCI and LEAD students
Meeting times: mornings
Cost per student: $50
Instructor: Donald Gregg
Donald Gregg served in CIA from 1951-82, worked in the White House from 1982-89, and has been a consultant since 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.

PSCI 15 Heroic Enemies of World War II
What contributions to justice and peace do soldiers from among the Axis powers of World War II offer us today? Find out in this exploration into the inspirational lives of Japanese radiologist and atomic bomb survivor Takashi Nagai and German SS medic Gereon Goldmann. Together we will glean powerful lessons from their stories. After a month of lectures, movies, and student-led discussions, participants conclude the course with a book review and a 5-page policy paper applying their acquired knowledge to the contemporary social issue of their choice.

Method of evaluation: reading assignments, student-led discussions, class/online participation, and community service will culminate with two 5-page papers
Prerequisites: none
Enrollment limit: 35
Method of selection: seniority
Meeting times: Tues/Thurs 11am-2p (includes lunch meeting in small groups)
Cost per student: $50
Instructor: Fr. Michael Sheehan
In the span of three months, Father Michael F. Sheehan, FPO, went from a Spandex Epsuds speedsuit to a wool Franciscan tunic. A PSCI/IR major at Williams (2003), he is now a Catholic priest of Boston and a friar of the Franciscans of Primitive Order in Roxbury.

PSCI 16 The Art of Persuasion: Aikido as both a Physical and Political Art
Aikido is a Japanese martial tradition that combines the samurai arts of sword and grappling with the philosophical desire to forge a path of harmony in the midst of chaos. As such, it addresses situations of conflict that manifest themselves physically, but also offers insight into how to redirect the energies —social, psychological, or political — that might otherwise become conflict in order or another aspect of our lives. As a martial art, Aikido teaches more than simply how to survive; it also teaches us how to physically express our noblest intentions — our compassion — in movements that protect not only ourselves but our attacker as well. Put another way, Aikido is persuasion made physical. Political oratory seeks to inspire one’s dedicated allies, undercut one’s committed opponents, and persuade the undecided in a context where, typically, use of force is not an option. Compelling and strategic oratory is therefore the ammunition and battle plan occupying the nonviolent side of Clausewitz’s “infamous absurdity” (“war is a mere continuation of politics by other means”). The physical training (10-12 each morning in Currier Ballroom) will improve each student’s strength, balance, posture, and flexibility. Even more, students will learn how to throw their friends across the room. About 25% of training time will be devoted to sword, staff, and dagger techniques. The academic component of the course will engage with how the physical training resonates with the tactical practices of successful political rhetoric and the strategic thinking that it helps implement. Students will read and perform impromptu speeches (by Lincoln, Churchill, Roosevelt, Gandhi, King, Reagan, Obama, etc.) and analyze the linguistic (framing), acoustic (cadence, rhythm), narrative, and cultural elements that made them successful. Students in small groups will draft and polish a 2-3 minute speech text, a social media campaign, and a YouTube video which supports that policy position. This work will be inspired by the great speeches they’ve analyzed and their growing understanding of aikido principles, and will be suitable for inclusion in our new President’s Inauguration address on January 20th. By integrating physical and intellectual components, the course seeks to forge in each student a stronger and more coherent perspective on how the
pursuit and embodiment of harmony can resolve the conflicts that some falsely contend are endemic and inevitable. Additional relevant experiences, such as meditation practice, outdoor misogi, and clips from The West Wing will be woven into the course as schedules permit. Students should understand that this course, because of its dual physical and intellectual components, asks them to invest more of their time in class than some other Winter Study offerings.

Method of evaluation: students will be evaluated on the quality of their participation in both physical and intellectual course components (class discussions, reconciliation journal, final project); students are encouraged to correspond with the instructor (rkent-at-williams.edu) before registration begins if they have questions.

Prerequisites: same physician’s approval on file as the school requires to participate on sports teams; students do not have to be especially athletic, and in Aikido women train as equals with men.

Enrollment limit: 20

Method of selection: if overenrolled, selection will be based on a questionnaire.

Meeting times: mornings, afternoons; 10-12 for aikido in Currier Ballroom, 1-2:15 for academic class meetings, typically over lunch in Pareys

Cost per student: $175

Instructor: Robert Kent

Robert Kent ’84 spent 3 years in Kyushu, Japan earning his first dan directly after majoring in both Philosophy and Religion at Williams. He trained for 21 years at Aikido West under Frank Doran Shihan, earning his 4th dan. He is currently President of Aiki Extensions, Inc. and Founder of The PeaceCamp Initiative, for which he won Ben and Jerry’s 2008 Peace Pioneer Award. He earned an MA in Philosophy at Claremont Graduate School in 1993, writing his thesis on the Ethics of Authenticity.

The Deer Hunter

James McAllister

Prerequisites: none

Enrollment limit: 20

Method of selection: preference will be given to Political Science and History majors.

Cost per student: $50

Meeting time: afternoons

Instructor: James McAllister

PSCI 18 GUNS! The Politics and Law of the Second Amendment

There are few issues in American politics that generate quite so much passion and ideological conflict as gun control and gun ownership. The politics and science of gun control are well articulated in a reading by Mike Wynn, who has written extensively on the subject. Wynn’s work appeared in the American Political Science Review, 89(2):359-372 (2005) and 90(2):309-324 (2005). It offers a compelling explanation of the causes of and solutions to the incidence of juvenile crime and methamphetamine use, and more than once has featured those frogs that squirt blood from their eyes. The course ends with a presentation in which each Adolescent/Williams student pair formally presents their work via PowerPoint to an audience that includes the Berkshire County Juvenile Court judges and probation officers, town and city chiefs of police, County District Attorney and assistant DAs, the teens’ parents, teachers, family and community members. Williams students gain experience serving in an official capacity, learn to teach and motivate challenging teens, and gain insight into the causes of and solutions to the incidence of juvenile crime and underachievement. Williams students are expected to read relevant training materials, meet and work with the teens, give a final presentation, and keep a weekly journal detailing their meetings. In order to enroll in the course, all students must write a paragraph explaining why they want to take the course. Students should email their paragraphs to Paul Ashcroft, George W. Bush’s Attorney General (in a reading), that the Amendment establishes only a collective, statewide right, or an individual right to keep and bear Arms has grown in recent years, a view that has been fueled by a number of scholars in law, economics, and history. Some “middle-ground positions” have been awkwardly carved out recently in light of two important U.S. Supreme Court cases. The Court in the “Heller decision” appears to have settled the argument for once and for all. However, as we will discover, Heller advanced the argument, but it did not settle it. The argument was further extended by the Court in McDonald v. Chicago. Neither Heller nor McDonald settled the issue; each unleashed a maelstrom of political forces, with Heller in the majority. Williams students should understand that they are to ignore all references to Heller and McDonald in the courts and in the states’ legislatures.

Method of evaluation: two one- to two-page paper per week, on average, six or seven papers in all, to be written on any of the ten asterisked dates; papers are to be single-spaced, one-inch margins on topics drawn from the readings and that I give in class. Each paper is to be handed in at the beginning of the class period and will provide the framework for discussion.

Prerequisites: none

Enrollment limit: 16

Meeting time: by major and by class

Cost per student: $50

Instructor: Richard Winters

PSYCHOLOGY

PSCI 11 Designing your Life and Career after Williams

This course will help students determine which directions they would like to take in their lives and careers. We will take stock of your interests, talents, strengths and challenges, and figure out which careers play to your strengths. We will discuss the importance of understanding your own values (e.g., security, meaning in your work, money, fame, and freedom in your schedule) and how that fits with the choices ahead of you. We will identify how careers differ in meeting these needs and help you to find a healthy balance. The
class will try to help you identify which activities come so naturally to you, perhaps without you even fully realizing it, that they may point to a career path. We will talk about your life story up until now, and how that has shaped what you think you should do with your life. We will help you to imagine complete freedom in rewriting your life story and see what emerges. We will discuss how workplace and professional cultures differ and help you to figure out which cultures are good fits. We will look some at practical resources that are available to you to pursue dreams, once you have chosen an initial path. Students will consider how important choosing a fitting romantic partner is, and that excite you. Articles, books, lectures, and films will be used to help you discover and develop your plan. This course will also reference and make use of material from a formative class the instructor had with famed psychologist Elliot Aronson, PhD, when he was a senior at Williams.

Method of evaluation: 5-page paper describing your life and career plan, and formal presentation to the class of your plan

Prerequisites: none

Enrollment limit: 15

Method of selection: juniors and seniors will be given first priority

Meeting times: three mornings per week for two hours each (likely Monday, Tuesday, and Wednesday or Thursday)

Cost per student: $20

Instructor: Ben Johnson

Dr. Johnson is a clinical psychologist and founder and director of RICBT, a large cognitive-behavioral therapy and coaching practice in Rhode Island. He is board-certified in Cognitive and Behavioral Psychology and President of the Rhode Island Psychological Association. In his clinical practice, he helps people understand their life stories and find career directions that feel authentic and inspiring. Dr. Johnson received his B.A. from Williams College and his Ph.D. from Yale University.

PSYC 12 Alcohol 101: Examining and Navigating the College Drinking Scene

Seventy-two percent of college students report that they used alcohol at least once within the past 30 days. Where is the line between fun and danger? This course will examine the realities of the role of alcohol in the social lives of college students. Students will engage in active discussions of readings, videos, and myths vs. facts, as well as personal observations and opinions. Class structure will involve 3-hour classes that meet twice weekly. Participants will learn scientific facts about alcohol, including how it gets metabolized in the body, how it is perceived in men vs. women, and how to recognize and respond to the signs of alcohol poisoning. Films will include evocative footage and interviews, such as "College Binge Drinking and Sober Reflections." We will hear from an expert in trauma and sexual assault and explore the significant role of alcohol in sexual assault on campus. How do we do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare for a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

Method of evaluation: evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation

Prerequisites: approval by Betty Zimmerman is required

Enrollment limit: 20

Method of selection: Psychology majors will be given preference

Meeting times: afternoons

Cost per student: $0

Instructor: Betty Zimmerman

PSYC 22 Introduction to Research in Psychology

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course.

Method of evaluation: evaluation will be based on the quality of research participation, student's lab journal, and either an oral presentation or a written 10-page report of the research project

Pre-requisite or corequisite: PSYC 11 Psychology Internships

Enrollment limit: limited to space available in faculty research labs

Method of selection: selection will be based on evaluation of departmental application and number of faculty available as mentors

Meeting times: determined by faculty

Cost per student: $0

Instructor: Noah Sandstrom

PSYC 25 Eye Care and Culture in Nicaragua (Same as PHIL 25)

See under PHIL 25 for full description.

PSYC 31 Senior Thesis

To be taken by students registered for Psychology 493-494.

Instructor: Laurie Heatherington
PHLH 12 Ethics in Public Health (Same as PHLH 12)
See under PHLH 12 for full description.

PHLH 13 Ethics in Clinical Medicine
This course will use a discussion format and case-based method to evaluate the ethical dilemmas involved in the practice of clinical medicine. Areas to be covered will include informed consent for elective and emergency procedures, parental consent, special situations, end-of-life decision-making, organ transplantation, conflict of interest, and scientific integrity. 

Method of evaluation: final project involving a 10-page paper
Prerequisites: none
Enrollment limit: 10
Method of selection: preference to pre-med students
Meeting times: mornings
Cost per student: $40
Instructor: Christopher Baker

PHLH 14 Epidemiology, Public Health, and Leadership in the Health Professions (Same as SOC 14)
See under ANSO 14 for full description.

PHLH 15 The Human Side of Medicine and Medical Practice
In today’s health care atmosphere of physician accountability, advanced medical technology, and evidence-based diagnosis, the “human side” of medicine is often minimized or even disregarded. Medical schools debate how to emphasize this more interpersonal aspect of medicine within their curricula. Increasingly research shows that the combination of BOTH perspectives — patient centered understanding and technical proficiency — leads to better diagnosis and treatment; improved patient satisfaction; and to increased physician professional satisfaction. These positive outcomes become a powerful case for future health care professionals being exposed to the philosophy, understanding and concrete tools of the more human side of medical practice.

Texts:
- Lisa Sanders, Every Patient Tells a Story
- Paul Kahanlith, When Breath Becomes Air
- Reading packet to be provided by instructor

Content may include:
- Definition of a “patient’s story”
- Communication, relationships and interpersonal skills within the medical interview
- Skills of self-reflection and self-care for the doctor, and why these are important for good medical practice
- How to talk to patients and the important role/skills of clinical empathy
- Complicated moments during an interview
- “Hot” topics within the profession; ethics and professionalism; recent public commentary about the medical profession; electronic records; technology, relationship and the “ill-patient”

Method of evaluation: class discussion and active student participation; practice interviewing and problem solving role plays; group presentations; 2 reaction papers (2- to 3-pages each), final project (approved required) or paper (5- to 6-pages); minimum 10-pages written work required
Prerequisites: none
Enrollment limit: 14
Method of selection: priority to pre-med juniors and seniors, Public Health concentrators and those with demonstrated interest in healthcare
Meeting times: Tues, Wed, Thurs, 10:00am-noon
Cost per student: $50
Instructor: Sandra Goodbody, MSW

The instructor maintained a long time psychotherapy practice in Washington DC, and currently serves on the clinical faculty at The George Washington University School of Medicine. She has held positions at The Catholic University School of Social Work and the Institute of Medicine.

PHLH 16 Addiction Studies and Diagnostics (Same as SPEC 16)
The goal of “Addiction Studies and Diagnostics” is to help students develop an effective understanding of the definition, impact, and treatment of addiction. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Speakers will tell their stories in their journey from addiction to recovery. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. This course will benefit people intending to work in business, the medical arts, or be a member of a family or a friend.

Method of evaluation: oral presentation, essays, and attendance
Prerequisites: none
Enrollment limit: 14
Method of selection: by lecturer’s permission
Meeting times: TBD
Cost per student: $0
Instructor: Rick Berger

PHLH 23 Gaudino Fellowship: Immersive Engagement and Reflection
The Gaudino Fund is pleased to announce that students during Winter Study 2017, based upon a proposed domestic or foreign collaborative project. Student teams should organize their proposed projects around two main components: 1) direct encounter with otherseness, and 2) self-reflection Projects will be evaluated on whether they subject the students to “uncomfortable learning”, i.e. having an experience that challenges and perhaps alters one’s view of what it is to live a good life and the group’s commitment to incorporate separate home stays for each fellow as part of their project, either joint or separate work/engagement internships, and a structure to facilitate collaborative action and learning. The team selected will be guided and overseen by the Gaudino Scholar who will help assure successful arrangements and will conduct appropriate preparatory discussions and follow-up sessions to optimize and help students articulate lessons learned from the overall experience. The intent of the program is to open the student to an understanding (of both the familiar and unfamiliar), and to a development of empathy, that could not be achieved without the fellowship experience.

N.B. Although this course is housed in PHLH, projects are not limited to public health.

Each prospective team needs to meet with the Gaudino Scholar as early as possible, but no later than September, and submit their group application by October 15th. Application guidelines can be found at http://gaudino.williams.edu/gaudino-fellowship/.
Each student is expected to write a short (3-4 page) self-reflection before leaving for the WSP, keep a journal of their experience, as well as write an 8- to 10-page by the end of the Winter Study period reflecting on the experiences and what has changed in the student's perceptions and beliefs from the opening essay. They will also meet the other members of the team on a weekly basis during Winter Study and regularly update the Gaudino Scholar by email and/or Skype calls. The team that receives the Gaudino Fellowship will give a brief presentation to the Board about their experience at the Board’s spring meeting in April.

The team whose project is approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to $2,500, as determined by the Financial Aid office. No additional funding for students’ projects will be provided by the College.

Method of evaluation: final project involving a 10-page paper
Prerequisites: none; not open to first-year students
Enrollment limit: none
Method of selection: selection is made on basis of proposal
Meeting times: students are away
Cost per student: $0
Instructor: Lois Banta

REL 11 God in a Suffering World (Same as COMP 11)
See under COMP 11 for full description.

REL 12 Zen Buddhism Intensive
This course is designed to provide students with an intensive experience in the study and practice of Zen Buddhism. The explosive growth in communication technology is one of many factors that have people searching for ways to stay grounded and to live lives of purpose. This course will teach students how to find and keep their center ground as they go through the everyday activities of living. They will learn how to breathe properly, something neglected in Western cultures for the most part but well known in the East. The practice of abdominal breathing, in turn, makes it easier to get one’s attention into the area of the abdomen known as the tanden (J.) or tan t’ien (C.). Proficiency in doing this provides the centering or grounding that many people wish for without knowing clearly how to achieve it. Students will also encounter the fact that deep spiritual truth cannot be accessed through the intellect. The writings studied and the meditation methods practiced are designed to help students make contact with the foundation of life itself, something usually facilitated by seeing clearly without knowing what it is. Students will also learn the energy of koan study and the Sutra study will focus on The Diamond Sutra, one of the classic texts favored in the Zen tradition. Periods of zazen (meditation) and koan study will take place. Three koans a week will be examined carefully and discussed. Zen Comments on the Mumonkan by Zenkei Shibayama will be the main text. The students will be asked to write a paragraph or two expressing their sense of the koan. Students will meet on a weekly basis during Winter Study and periodically update the Gaudino Scholar by email. The team that receives the Gaudino Scholarship will have the opportunity to present their project to the Board of Trustees and perhaps alter one’s view of what it is to live a good life and the group’s commitment to incorporate separate home stays for each fellow as part of their project, either joint or separate work/engagement internships, and a structure to facilitate collaborative action and learning. The team selected will be guided and overseen by the Gaudino Scholar who will help assure successful arrangements and will conduct appropriate preparatory discussions and follow-up sessions to optimize and help students articulate lessons learned from the overall experience. The intent of the program is to open the student to an understanding (of both the familiar and unfamiliar), and to a development of empathy, that could not be achieved without the fellowship experience.

N.B. Although this course is housed in PHLH, projects are not limited to public health.

Each prospective team needs to meet with the Gaudino Scholar as early as possible, but no later than September, and submit their group application by October 15th. Application guidelines can be found at http://gaudino.williams.edu/gaudino-fellowship/.
Each student is expected to write a short (3-4 page) self-reflection before leaving for the WSP, keep a journal of their experience, as well as write an 8- to 10-page paper by the end of the Winter Study period reflecting on the experiences and what has changed in the student's perceptions and beliefs from the opening essay. They will also meet the other members of the team on a weekly basis during Winter Study and regularly update the Gaudino Scholar by email and/or Skype calls. The team that receives the Gaudino Fellowship will give a brief presentation to the Board about their experience at the Board’s spring meeting in April.

The team whose project is approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to $2,500, as determined by the Financial Aid office. No additional funding for students’ projects will be provided by the College.

Method of evaluation: final project involving a 10-page paper
Prerequisites: none; not open to first-year students
Enrollment limit: none
Method of selection: selection is made on basis of proposal
Meeting times: students are away
Cost per student: $0
Instructor: Lois Banta
REL 13 Hangin’ With Hakuin: A Zen Guide
This course will feature a close look at some of the writings of Hakuin Ekaku, the zen monk from whom all current practitioners of Rinzai zen in Japan are descended. The primary text will be The Essential Teachings of Zen Master Hakuin: A translation of the Sokko-roku Kaian-fusetsu, translated by Norman Waddell.
Students taking this course will also be doing zen practice, sitting zazen each day and wrestling with the koans so prominent in Hakuin’s writings. The students will keep a journal in which they will document their experiences and reflections as they practice zazen and contemplate the teachings of Hakuin. A major focus will be looking at how zen training can impact one’s efforts to live a satisfying life as a developed human being in the 21st century.
The class will meet every day from Monday through Friday from 1pm to 3pm. There will be a reading assignment for each class, and occasional short papers on various topics and/or koans will be required.
Method of evaluation: weekly journal evaluation, two or three 2-page papers, and a final “exam” on a koan
Prerequisites: 2016 WSP course in Zen Buddhism, or a course in Buddhism at a college level
Enrollment limit: 10
Method of selection: by submitting a paragraph on their motivation for taking the course
Meeting times: afternoons
Cost per student: $25
Instructor: James Gordon
Williams, ’62; retired physician; 47 years of Zen practice, 15 as a monk.

REL 14 Yoga at the Intersection of Practice and Theory
Yoga offers experiential access to ever deepening levels and layers of human experience, from outer actions to physical poses, breath, emotions, thoughts and more. In this course, we learn practices that increase our mindful awareness of increasingly subtle, yet gradually more palpable, dimensions of life. Without a theoretical framework, however, those experiences are unlikely to land. We are unable to fully identify and register what we are sensing. A theoretical framework makes us able to explain and sustain our practices with greater self-reliance. So we will study both classic, primary as well as both ancient and contemporary secondary texts for their applicable theoretical perspectives. In addition to class meetings you are offered the tools and invited on a daily basis to practice meditation, yoga asana, and contemplation of philosophical texts. In the process you gain a foothold for being present in your own life. This then is the basis upon which each of us can be of service to others and make our offerings in the world. A day-long field trip to Kripalu Center is required.
Method of evaluation: attendance at all class sessions, required day-long field trip, practice log and reflection, short final paper (5-page), and final project or performance
Prerequisites: email stating the nature of your interest in the course sent to njudson@williams.edu
Enrollment limit: 16
Method of selection: email explaining the nature of your interest in the course to njudson@williams.edu
Meeting times: afternoons
Cost per student: $250
Instructor: Natasha Judson
Natasha Judson M.Ed. has been practicing Hatha Yoga for over 25 years, and a final “exam” on a koan.

REL 14 Yoga at the Intersection of Practice and Theory
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Meeting times: afternoons
Cost per student: $250
Instructor: Natasha Judson
Natasha Judson M.Ed. has been practicing Hatha Yoga for over 25 years, and a final “exam” on a koan.

REL 24 Touring Black Religion in the ‘New’ South (Same as AFR 24 and ENVI 24)
See under AFR 24 for full description.

REL 25 Jerusalem: One City, Two Cultures, Three Faiths, Many Narratives (Same as HIST 25 and PSCI 25)
We begin with about 8 sessions of classroom instruction and discussion during the first two weeks of WSP. Students will read Karen Armstrong’s JERUSALEM, and Amos Oz’s TALES OF LOVE AND DARKNESS. We begin by exposing the students to history, religion, and politics, from the Jebusites to the Israelites to the Romans to the Mamluks to the Crusaders to the Ottomans; the narrative is one both of empire, and citizenship in a changing landscape.
Method of evaluation: a final 10-page reflection paper is required
Prerequisites: good health (there is a LOT of walking), openheartedness and open-mindedness; not open to first-year students
Enrollment limit: 10
Method of selection: students will be required to interview with the instructor
Cost per student: $3700
Instructor: Bob Scherr

REL 30 Senior Projects

An advanced course for Senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25-page research paper (which will also be the focus of a brown-bag presentation during the Spring semester). The course will help the students with general research methods, workshop, paper writing, and presentation practice.
Instructor: Jason Josephson

FRENCH

RLFR S.P. Sustaining Program for French 101-102
Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. There are five 50-minute meetings per week.
Meeting times: mornings; 9:50 am
Instructor: TBA (Teaching Associates)

RLFR 11 Audible Imagination: Exploring Sound Across the Arts (Same as ARTS 11)
See under ARTS 11 for full description.

RLFR 12 Introduction to Translation
A practical introduction to translation designed for non-native speakers of French with a level equivalent to French 205 or above. After a brief theoretical introduction in week one, class time in weeks two and three is dedicated to reviewing and correcting your translations (English to French and French to English). You will work from a range of literary, commercial, journalistic texts, culminating with a French-to-English translation project of your choice in week four.
Method of evaluation: five 1-page assignments and final 5-page project
Prerequisites: French 205 or equivalent
Enrollment limit: 15
Method of selection: preference given to French majors
Meeting times: afternoons
Cost per student: $50
Instructor: Annelle Curulla

RLFR 13 Creative Portraiture in the Darkroom (Same as ARTS 13)
See under ARTS 13 for full description.

RLFR 14 Formidable French Film: New Cinema from France and the Francophone World (Same as COMP 14)
In English, formidable can mean impressive, challenging, or alarming. In French, formidable signifies something marvelous, amazing, and extraordinary. In this course, we will explore recent films from France and the French-speaking world that are formidables in every sense of the word. From the cafés of Paris and beaches of Brittany, to the streets of Belgium, deserts of Morocco, and snows of Quebec, Francophone cinema has produced a wide variety of both culturally and politically formidable films during the past twenty years, that focus on such diverse issues as globalization and immigration, race and ethnicity, gender and sexuality, faith and family, climate and the environment, terrorism and violence, colonialism and war. Whether you’re a student of French language and Francophone cultures or simply interested in French-speaking cinema, you are welcome to explore and debate recent French film in this seminar: all films are in French with English subtitles, and discussions will be in English. Readings to include texts (in English) on French film history and criticism. Films to include works by Assayas, Arcard, Audiard, Berliner, Berri, Bouchareb, Cantet, Carion, the Dardenne(s), Delpy, Denis, Ducastel, Emond, Falardreau, Jacquod, Jaou, Jeunet, Lifezht, Liovet, Martinaye, Ozon, Pilon, Provost, Roby, Tavernier, Téchiné, Vallée, Villeneuve.
Method of evaluation: active class participation and 10-page paper in English
Prerequisites: none; films in French with English subtitles; discussions in English
Enrollment limit: 12
Method of selection: if overenrolled, preference given to majors in French and Comparative Literature
Meeting times: 2-3 mornings per week
Cost per student: $45
Instructor: Brian Martin

RLFR 15 Grand Hotel in Film and Fiction (Same as COMP 12 and GERM 12)
See under GERM 12 for full description.

RLFR 30 Honors Essay
To be taken by candidates for honors other than by thesis route.

RLFR 31 Senior Thesis
To be taken by students registered for French 493-494.

ITALIAN

RLIT S.P. Sustaining Program for Italian 101-102
Students registered for 101-102 are required to attend and pass the sustaining program during the Winter Study Period. Three 50-minute meetings per week.
Meeting times: mornings; 9:50 am
Instructor: Nicastro

SPANISH

RLSP S.P. Sustaining Program for Spanish 101-102
This course will offer an intensive introduction to the fascinating subject of the Spanish Civil War (1936-1939), often described as "the dress rehearsal for World War II". We will explore the complex political situation in late 1930s Spain as seen by Spaniards, and by the international community. A special focus will be the American and British participation in the war, and the stories of individuals who volunteered to go to Spain as reporters (i.e. Hemingway), medical aid workers, and soldiers (including a Williams student). Materials will include historical studies, literary works, newspaper articles, personal letters, films, and song, and each student will research a particular aspect of the war, and will give a final presentation based on their independent work. This is the first time in many years that such a course will be offered in English, making the subject available to non-Spanish speaking students. Spanish speakers are also welcome, and may choose to do some of their research in Spanish, but daily class work, discussions, and all final presentations will be conducted in English.

Method of evaluation: final project and presentation
Prerequisites: a literature and/or European history class at Williams
Enrollment limit: 18
Method of selection: relevance of course to their major, or potential major
Meeting times: mornings
Cost per student: $33
Instructor: Soledad Fox

RLSP 30 Honors Essay
To be taken by candidates for honors other than by thesis route.

RLSP 31 Senior Thesis
To be taken by students registered for Spanish 483-494.

RUSSIAN

RUSS S.P. Sustaining Program for Russian 101-102
Required of all students enrolled in Russian 101-102. Three meetings per week, 50 minutes per session. Practice in speaking and comprehension based on material already covered as well as some new vocabulary and constructions. Designed to maintain and enhance what was acquired during fall semester, using new approaches in a relaxed atmosphere. No homework. Regular attendance and active participation required to earn a "Pass." Open to all.
Meeting times: mornings; 9-9:50 a.m.
Cost per student: $2500
Instructor: Baktygul Aliev

RUSS 25 Williams in Georgia (Same as SPEC 25)
Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Times, worked with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-Tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course students will write a 10-page paper assessing their internship experience.
Method of evaluation: 10-page paper
Prerequisites: none; open to first-year students
Enrollment limit: 8
Method of selection: written statements of interest
Meeting times: Sun. evenings; 9-9:50 a.m.
Cost per student: $2500
Instructor: Baktygul Aliev

RUSS 30 Honors Project
May be taken by candidates for honors other than by thesis route.

RUSS 31 Senior Thesis
To be taken by students registered for Russian 493-494.

THEATRE

THEA 13 Anton Chekhov's Uncle Vanya
This Winter Study course will center on the Theatre Department's production of Chekhov's drama Uncle Vanya, planned as a site-specific performance at a campus location yet to be determined. The production will be cast in the fall semester, rehearse during Winter Study and the first few weeks of the Spring Semester, and perform in mid-February. Students wishing to enroll in the Winter Study may do so as actors if they have been cast in the production through the audition process, or in technical and design positions with permission of the instructor. (Students may also participate in any of these various functions, including acting, if they do not choose to enroll in the Winter Study course.) In addition to the normal activities associated with rehearsal and production research, students in the Winter Study course will produce a written paper or design portfolio in the last week of January documenting their work to date on the project. As always, auditions will be open to all members of the community, with no experience required.

Method of evaluation: 10-page paper, or dramaturgical or design portfolio accompanied by 2-3 page paper
Prerequisites: none
Enrollment limit: 20
Method of selection: auditions, instructor permission
Meeting times: afternoons
Cost per student: $0
Instructor: Robert Baker-White

THEA 14 Classic American and European Musical Theatre (Same as MUS 14)
See under MUS 14 for full description.

THEA 15 Spanish Method of Actor Training (Same as DANC 15)
The Spanish Method of Actor Training: This course offers an intense, three-week period of practice in the Suzuki Method of Actor Training, targeting actors, dancers, and anyone interested in using their body, voice and imagination in time and space in a more effective way for their audience. Created by celebrated Japanese director Tadashi Suzuki, the Suzuki Method (not to be confused with the violin method for children) expands the performer’s technical and creative use of breath, balance and energy through a series of dynamic physical and vocal disciplines. Devised through a fusion of traditional techniques focused on the body's core, the training strives to deepen concentration and imaginative commitment to each moment on stage. The course will also feature related readings on the theory and philosophy behind the development and proliferation of the method as articulated in Professor Steele’s recent translation of Suzuki’s writings Culture is the Body (TCG 2015) as well as screenings of works by SCOT (the Suzuki Method of Yoga) and other related material.
Method of evaluation: presentation
Prerequisites: none
Enrollment limit: 30
Method of selection: physical training history
Meeting times: mornings, M-Sa 10am-morning
Cost per student: $50
Instructor: Kameron Steele

THEA 16 Acting Out: Translation, Migration, and Transformation in Asian Theatres (Same as CHIN 16)
See under CHIN 16 for full description.

THEA 17 Writing in the Margins: Playwriting as Plagiarism (Same as AFR 17 and COMP 17 and LATS 17 and WGS 17)
"There are no new ideas waiting in the wings to save us...only old and forgotten ones." — Audre Lorde
There is no such thing as an original play. So says playwright Chuck Mee. Someone else, certainly, said it before him. This course proceeds from an understanding that writing and performance are, and have always been, practices of plagiarism. What does it mean to possess an idea? What, conversely, might it mean to be possessed? In this Winter Study, pick a story that swallows you up, and write a short play inspired by that source material. Take José Muñoz’ notion of “disidentification” as a framework, we will read queer playwrights and writers of color who have radically regurgitated canonical texts: Branden Jacobs-Jenkins’ AN OCTOROON; Cherrie Moraga’s THE HUNGRY WOMAN: A MEXICAN MEDEA. What does it look like to write in the margins — to productively disrespect a text? We will engage in the nitty-gritty craft of playwriting — event, tactic, arc, intention — while asking ourselves how live performance troubles the supremacy of private property in the modern era. The class will culminate in a public presentation of student works.

NOTE: This course is open to experienced writers and theater artists as well as to students who have never darkened the doorway of a theater. In an effort to understand “writing” as broadly as possible, students from various cultural landscapes and disciplines — musicians, dancers, filmmakers, visual artists, historians, philosophers, scientists, etc. — are encouraged to help us scribble beyond the margin of the page and into empty space.
Method of evaluation: written performance piece (10-page minimum), participation in final presentation, and critical contributions to class discussions
Prerequisites: none
Enrollment limit: 15
Method of selection: if the course is over-enrolled, students will be screened through a letter of interest
Meeting times: afternoons
Cost per student: $0
Instructor: Soledad Fox

THEA 32 Senior Honors Thesis
See description of Degree with Honors in Theatre.

WOMEN’S, GENDER AND SEXUALITY STUDIES

WGSS 11 Feminist Perspectives on Latinas in Popular Media (Same as AMST 11 and LATS 11)
See under LATS 11 for full description.
WGSS 12 Death, Sex, and Money in Brazil (Same as LATS 12)

This seminar uses contemporary Brazilian cinema and social science scholarship to investigate the political economy of gender and sexuality in Brazil, principally in Rio de Janeiro. Key topics will include: the economics of motherhood, domestic labor, and sexual violence in favelas; masculinity and gang life; policing and police violence; and sexual tourism. We have weekly film screenings focusing on contemporary Brazilian cinema immediately followed by discussion as well as a trip to the city one day following our screenings to analyze closely paired scholarly readings. We will also follow current political and economic events and news coming out of Brazil from week to week. There MAY also be a field trip to Northampton to attend the 5 Colleges Latin American/Brazilian consortium lecture series or other relevant events.

Method of evaluation: evaluation is based on participation and a 10-page paper about an additional pairing of cinema/reading(s) chosen by the student in consultation with the instructor; a list of suggested films and readings will be provided.

Prerequisites: none
Enrollment limit: 10
Method of selection: if overenrolled, students will be asked to submit a brief statement of interest.
Meeting times: Mondays 1:00-4:00 pm (screening and discussion) and Tuesdays 10:00 am-1:00 pm (seminar)
Cost per student: $20
Instructor: Gregory Mitchell

WGSS 17 Writing in the Margins: Playwriting as Plagiarism (Same as AFR 17 and COMP 17 and LATS 17 and THEA 17)

See under THEA 17 for full description.

WGSS 31 Honors Project

See description of Degree with Honors in Women's, Gender and Sexuality Studies.

SPECIALS

SPEC 12 Career Exploration and Developing a Career Narrative

This course is designed to help students learn how to navigate the questions of “Who am I?”, “What do I want to do?” and “How do I get there?” from an empowered place. Students will learn about the career exploration process and how to determine their interests, skills, and values. Additionally, students will explore their career narrative and learn how to effectively tell their authentic story in a resume, cover letter, interview, graduate school essay, and networking situations. This course will cover both the emotional and practical pieces of career exploration. Outside of the classroom, students will be required to complete informational interviews with professionals working in fields they may be interested in. Other assignments may include readings, personal reflection papers, building a social media presence, completing assessments, and creating job search documents.

Method of evaluation: Career Portfolio which includes a resume, cover letter or graduate school essay, networking document, and several reflection papers; students will also complete an in class presentation

Prerequisites: none
Enrollment limit: 25
Method of selection: preference given to seniors
Meeting times: afternoons, would ideally meet for 3 classes a week for 2 hours each class
Cost per student: $0
Instructor: Neal Sardana
Neal Sardana is currently a Fellow for Psychological Counseling Services. He has a background in mental health and career counseling.

SPEC 14 Beyond Hooking Up: Creating Meaningful Relationships (Same as CHEM 14 and PSYC 14)

See under CHEM 14 for full description.

SPEC 15 Pilates: Physiology and Wellness (Same as MATH 15)

See under MATH 15 for full description.

SPEC 16 Addiction Studies and Diagnostics (Same as PHLH 16)

See under PHLH 16 for full description.

SPEC 18 Call In Walk In Training for Peer Health (Same as PSYC 18)

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and IPV; XIX complaint; mental health; stress and sleep; healthy and unhealthy relationships etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.

Method of evaluation: students will create and submit (implementation not necessary) a Health Promotion event or campaign of their choosing, based on the topics covered in the training, or related subjects; event/campaign should be geared toward the Williams student population and will include a rationale, feasibility plan/budget, target audience and intended goals of the program

Prerequisites: none
Enrollment limit: 24
Method of selection: current active members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health; beyond that, class is open to any student interested in promoting the health and wellness of the student body and/or providing a helping role on campus (RASAN, SAPA, MHC, JA, Big Ephs/Little Ephs, athletic captainship, etc.)

Meeting times: mornings
Cost per student: $0
Instructor: Laini Sporbert
Laini is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and simulations. She has been with the Health Center since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

SPEC 19 Medical Apprenticeship

Firsthand experience is a critical component of the decision to enter the health professions. Through this apprenticeship, students can clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Apprenticeships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student will observe some aspect of medicine for the better part of the day, five days per week. In recent years, students have shadowed physicians, veterinarians, dentists, nurses, and public health experts.

Method of evaluation: a 5-page reflective paper is required, as is attendance (for those shadowing near campus) at three Monday evening programs; students will meet from 6:00-8:00 pm over dinner to hear from invited speakers from the medical community as a stimulus to discussion about their apprenticeship experiences

Prerequisites: interested students must attend an information meeting in late September; local enrollment is limited by the number of available practitioners; preference for placements will be given on the basis of seniority and demonstrated interest in the health professions

Enrollment limit: limited by the number of available practitioners
Method of selection: preference for placements will be given on the basis of seniority and demonstrated interest in the health professions

Meeting times: Mondays, 6:00-8:00 pm
Cost per student: $0
Instructor: Barbara Fuller

SPEC 20 Convicting Kafka

In the age of Suits, How to Get Away With Murder, and Better Call Saul, everyone is a lawyer. For one month you will represent Josef K. or the government as we immerse ourselves in Franz Kafka’s dizzying The Trial. A portion of the class will focus on defending and prosecuting K. in the present-day American legal system. Your zealous representation will be informed by everything from the role of social media in legal proceedings to how far you can push the envelope without being disbarred. The class will culminate in oral arguments from you, the attorneys. Court materials likely will include The Trial, sample court documents, background materials on Kafka, articles on legal ethics and the role of social media in legal proceedings, and a screening of Orson Welles’ movie adaptation of The Trial.

Method of evaluation: class participation, short paper (5-page), and final project (oral argument)

Prerequisites: none
Enrollment limit: 14
Method of selection: by seniority
Meeting times: mornings, afternoons
Cost per student: $13
Instructor: Sara Echenique
Sara E. Echenique '07 is an attorney at Hughes Hubbard & Reed LLP in New York City. She has been a complex commercial litigator for over six years and tries to keep up with her ever-growing list of books to read in her free time.

SPEC 21 Experience the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical component of the decision to enter a profession. Through these field placements, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. The expectation is that each student will observe and participate in some aspect of the profession for the better part of the day, five days per week, but at least 8 hours per week. It is also expected that the instructor will assign a specific project to be completed within the 3- to 4-week duration of the course depending upon appropriateness.

Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student writes a thorough report evaluating and interpreting the experience.

Students creating Independent Winter Study Internships (winter study internships not listed in this SPEC 21 syllabus) must submit a 99 Internship Proposal to the Winter Study Committee by Thursday, September 29, 2016. For more details about the application instructions, application deadline and winter study internship descriptions, please go to: http://careers.williams.edu/winter-study-internships/

Method of evaluation: it is expected that students will complete assigned readings, keep a daily journal, and write a 5- to 10-page expository and evaluation that will become public record as a resource for other students.
Prerequisites: interested students must attend an information meeting in early October, and meet individually with Career Center staff to go over the details of their placements

Enrollment limit: enrollment is limited by the number of available teaching associates (instructors)

Method of selection: placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview

Meeting times: each student will be in the field to observe some aspect of the profession five days per week, at least six hours per day

Cost per student: local apprenticeships: local transportation; distant apprenticeships: costs will vary based upon location, but are the environmental and energy issue of your lifetimes.

Instructor: Dawn Dellea. Williams College alumni and parents of current Williams students will be recruited to become instructors for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive individual orientations with the course director in person or via telephone conference.

SPEC 24 Community Development Health Service Work Project in Liberia, W. Africa

Interested in a great opportunity to immerse yourself in the culture of West Africa and participate in service work at the same time? This course will focus on health care and education as we work at the Ganta Rehab hospital grounds participating in daily life, helping out at the health care clinic, working on the village farm and in the local school. We will explore the close historical ties that exist between Liberia and the US. We will also examine the positive and negative effects of NGO’s and USAID on community development.

Method of evaluation: student journals and community presentation in early February at the start of 3rd quarter 2017

Prerequisites: informational and training meetings with the instructor and some reading of current books on Liberia, e.g. “The House at Sugar Beach” by Helene Cooper; not open to first-year students

Enrollment limit: 8

Method of selection: any student interested in this offering will be required to attend an informational meeting and be required to submit a written statement of purpose as to why they want to participate and what they hope to gain from this experience; I will also conduct student interviews

Cost per student: $3000

Instructor: Scott Lewis

SPEC 25 Williams in Georgia (Same as RUS 25)

See under RUS 25 for full description.

SPEC 26 Climate Policy in the New Presidency (Same as ENVI 26)

Climate change and climate change policy will affect every facet of life on earth. From fossil fuels, to livestock production, to agricultural and forestry practices — human activities generate greenhouse gases. Climate change will be the environmental and energy issue of your lifetimes.

This winter study course will travel to Washington, D.C. for a week to examine four critical aspects of climate policy: (1) domestic mitigation policy; (2) U.S. policy in an international context; (3) energy policy — renewables and conservation; and (4) the integration of climate science into climate policy.

In the week prior to the field component there will be three class sessions on the Williams campus to study the necessary background to engage with the Washington experts on climate policy. These will include: (1) U.S. domestic policy — Kyoto to the Clean Power Plan; (2) the U.S. and the UNFCCC process; and (3) energy economics.

Upon returning to campus, we will meet to debrief our Washington experience. The timing of our trip to Washington also allows us to participate in nationally significant events including: Dr. Martin Luther King Jr. Day in D.C and the inauguration of the next president.

Meetings with Williams alumni who work in the climate field will form the core of our Washington experience. These include:

- Domestic mitigation policy:
  - Nadine Block ’93, Senior Director of Government Outreach, Sustainable Forestry Initiative
  - Robert Bendick ’88, Director of Golf of Mexico Program (previously Director of U.S. Government Relations), The Nature Conservancy
  - Chris Murphy ’96, Junior United States Senator from Connecticut

- U.S. policy in an international context:
  - John Coeuyt ’92, Director of International Climate Program, The Sierra Club
  - Jennifer Potvin ’11, Project Coordinator, Foreign Policy Program, Brookings Institution
  - Necoia Shanks ’10, Special Events Senior Associate, United Nations Foundation

Energy policy:

- Douglas Hollet ’76, Deputy Assistant Secretary, Renewable Energy, Department of Energy
- Scott Fenn ’78, Director of Research, Solar Energy Industries Foundation

Instructor: Douglas Hollet ’76, Deputy Assistant Secretary, Renewable Energy, Department of Energy

Prerequisites:

- Environmental Initiatives, and Mark Smith, Professor at Colorado College.

Cost per student: $323

Instructors: Postyn Smith, Sustainability Coordinator at the Zilka Center for Environmental Initiatives, and Mark Smith, Professor at Colorado College.

SPEC 35 Making Pottery on the Potter’s Wheel

Each class will begin with a lecture-demonstration, followed by student practice on the potter’s wheel. Each student will have exclusive use of a potter’s wheel for each class. Pottery making classes will be held in the mornings, 9 AM to 12:00 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. We will use both stoneware and porcelain clay bodies, and will work on mugs, bowls, pitchers, jars, lids, vases, and bottles, and will finish these shapes by trimming and adding handles, lugs, lids, spouts, and knobs.

We will also work on hand-building projects. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on campus. After the tenth pottery making class meeting, all completed work will be kiln-fired to biscuit, approximately 1750F. The evening meeting will be devoted to glazing your biscuited pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired to cone 5, approximately 2150F. The last meeting, held at Oak Bluffs Cottage Pottery early in the new semester, will be devoted to a "final project (positive-orientation) critique" in the studio of your finished work.

Woven into lecture-demonstrations will be presentations on various topics relating to the science and history of pottery making.

Method of evaluation: final project critique session

Prerequisites: none; no pottery making experience necessary

Enrollment limit: 9

Method of selection: level of enthusiasm for learning the craft of pottery making

Meet at: mornings, 9am-12pm

Cost per student: $355

Instructor: Ray Bub

Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, ten minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

Energy policy:
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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., LL.D., 1934-1937
Francis Christopher Oakley, Ph.D., L.H.D., Litt.D., LL.D., 1985-1993
William Gilson Wagner, B.Phil., D.Phil., Interim President, 2009-2010
Adam F. Falk, Ph.D., 2010-

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Clarence Otis, Jr., ’77, J.D., Windermere, Florida
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William C. Foote ’73, M.B.A., Whitefish Bay, WI
Richard R. Pickard ’75, J.D., Santa Cruz, California
Sarah Mollman Underhill ’80, M.A., Bronxville, New York
Timothy A. Barrows ’79, M.B.A., Cambridge, Massachusetts
Valerie A. DiFebo ’84, B.A., New York, New York
Jeffrey S. Harleston ’82, J.D., Santa Monica, California
Gregory H. Woods ’81, J.D., New York, New York
Thomas M. Belk ’77, M.B.A., Charlotte, NC
Noriko Honda Chen ’89, B.A., San Francisco, CA
Cooper Campbell Jackson ’89, J.D., Los Angeles, CA
Jonathan D. Sokoloff ’79, B.A., Los Angeles, CA
Mark R. Tercek ’79, M.B.A., Arlington, VA
FACULTY EMERITI

Marsha I. Altschuler
4 Woodlawn Drive

Professor of Biology, Emerita

Donald DeB. Beaver

Professor of History of Science, Emeritus
100 Southworth Street

Roger E. Bolton

William Brough Professor of Economics, Emeritus
30 Grandview Drive

David A. Booth
Vice Provost and Lecturer in Political Science, Emeritus
44 Willshire Drive

James R. Briggs
Assistant Professor of Physical Education, Emeritus
350 Stratton Road

Fielding Brown
Charles L. MacMillan Professor of Physics, Emeritus
Westwood, Massachusetts

Michael F. Brown
James N. Lambert '39 Professor of Anthropology and Latin American Studies, Emeritus
Sante Fe, New Mexico

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

Jean-Bernard Bucky
William Dwight Whitney Professor of Arts and Theatre, Emeritus
85 Longview Terrace

Lynda K. Bundtzen
Herbert H. Lehman Professor of English, Emeritus
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James T. Carlton
Professor of Marine Sciences, Emeritus
Stonington, Connecticut

John W. Chandler
President of the College, Emeritus
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Raymond Chang
Halford R. Clark Professor of Natural Sciences, Emeritus
Bainbridge Island, Washington

Phoebe Cramer
Professor of Psychology, Emerita
20 Forest Road

Stuart J. B. Crampton
Barclay Jermain Professor of Natural Philosophy, Emeritus
Chagrin Falls, Ohio

Andrew B. Crider
Mary A. & William Wirt Warren Professor of Psychology, Emeritus
18 Windflower Way

Phyllis L. Cutler
College Librarian, Emerita
Milton, Massachusetts

Robert F. Dalzell Jr.
Fred Rudolph Professor of American Culture, Emeritus
189 Stratton Road Apt. B4

William R. Darrow
Cluett Professor of Religion, Emeritus
Portland, Oregon

Samuel Y. Edgerton Jr.
Amos Lawrence Professor of Art, Emeritus
940 Hancock Road

Richard J. Farley
Assistant Professor of Physical Education, Emeritus
117 Candlewood Drive

Robert L. Fisher
Assistant Professor of Physical Education, Emeritus
Brooksville, Maine

William T. Fox
Edward Brust Professor of Geology and Mineralogy, Emeritus
51 Moorland Street

Peter K. Frost
Friedrich L. Schuman Professor of International Relations, Emeritus
1539 Green River Road

Charles Fuqua
Garfield Professor of Ancient Languages, Emeritus
96 Grandview Drive

Antonio Gimenez
Professor of Romance Languages, Emeritus
Madrid, Spain

George R. Goethals II
Dennis A. Meenan ’54 Professor of Leadership Studies, Emeritus
Richmond, Virginia

William C. Grant Jr.
Samuel Fessenden Clarke Professor of Biology, Emeritus
155 Sweetbrook Road

Suzanne L. Graver
John Hawley Roberts Professor of English, Emeritus
117 Forest Road

Fred Greene
A. Barton Hepburn Professor of Government, Emeritus
135 South Street

Edward S. Greens
Assistant Professor of Physical Education, Emeritus
Eastham, Massachusetts

Evah G. Grudin
Senior Lecturer in Art, Emerita
30 Hamel Avenue

Charles Haithausen
Robert Sterling Clark Professor of Art History, Emeritus
441 Hopper Road

John M. Hyde
Brown Professor of History, Emeritus
33 Jerome Drive

Markes E. Johnson
Charles L. MacMillan Professor of Natural Science, Emeritus
9 Lynde Lane

Saul M. Kassim
Massachusetts Professor of Psychology, Emeritus
38 Colonial Avenue

Robert D. Kavanaught
Hales Professor of Psychology, Emeritus
400 Pine Cobble Road

David S. Kechnel
Professor of Music, Emeritus
350 Hopper Road

Bruce Kieffer
Professor of German, Emeritus
Memphis, Tennessee

Sherron E. Knopp
John Hawley Roberts Professor of English, Emeritus
Amesbury, Massachusetts

Benjamin W. Labaree
Professor of History and Environmental Studies, Emeritus
200 Water Street

Aida Laleian
Professor of Art, Emerita
34 Jerome Drive

Renzie W. Lamb
Assistant Professor of Physical Education, Emeritus
Piedmont, California

Kal N. Lee
Rosenburg Professor of Environmental Studies, Emeritus
Charlottesville, Virginia

H. Gansse Little Jr.
Cluett Professor of Religion, Emeritus
Springhill, Florida

William E. McCormick
Assistant Professor of Physical Education, Emeritus
Tiverton, Rhode Island

Thomas E. McGill
Hales Professor of Psychology, Emeritus
Loveland, Colorado

Douglas B. Moore
Mary A. and William Wirt Warren Professor of Music, Emeritus
61 Moorland Street

Frank Morgan
Chair and Webster Atwell Class of 1921 Professor of Mathematics, Emeritus
Portland, Oregon

Glyn P. Norton
Wilcox B. and Harriet M. Adsit Professor of International Studies, Emeritus

Francis Oakley
Edward Dorr Griffin Professor of the History of Ideas, Emeritus; President, Emeritus; and Senior Oakley Fellow
54 Scott Hill Road

Daniel D. O’Connor
Mark Hopkins Professor of Intellectual and Moral Philosophy, Emeritus
36 Hawthorne Road

Robert Peck
Director of Athletics, Emeritus
Pownal, Vermont

Robert R. Peck
Washington Gladden 1859 Professor of Religion, Emeritus
Bristol, Rhode Island

Norman R. Petersen Jr.
Professor of Physics, Emeritus
Los Alamos, New Mexico

C. Ballard Pierce
Kenneth C. Roberts Jr.
A. Barton Hepburn Professor of Music, Emeritus
Bennington, Vermont

Richard O. Rouse
Mary A. & William Wirt Warren Professor of Psychology, Emeritus
85 Harmon Pond Road

Michael T. Russo
Assistant Professor of Physical Education, Emeritus
135 The Knolls

Carl R. Samuelson
Assistant Professor of Physical Education, Emeritus
575 Water Street

John B. Sheahan
William Brough Professor of Economics, Emeritus
320 Sydneyc Road

Harry C. Sheehy III
Director of Athletics and Assistant Professor of Physical Education, Emeritus
Hanover, New Hampshire

Anne R. Skinner
Senior Lecturer in Chemistry, Emerita
714 Stratton Road

Guilford L. Spencer II
Frederic Latimer Wells Professor of Mathematics, Emeritus
Wayland, Massachusetts

Richard H. Stamelman
Professor of Comparative Literature, Emeritus
Norwich, Vermont

Kurt P. Tauber
Class of 1924 Professor of Political Science, Emeritus
1611 Cold Spring Road

Mark C. Taylor
Cluett Professor of Humanities, Emeritus
235 Stone Hill Road

Alex W. Willingham
Professor of Political Science, Emeritus
25 Lee Terrace

James B. Wood
Charles R. Keller Professor of History, Emeritus
234 Gale Road

Reiko Yamada
Professor of Japanese, Emerita
189 Stratton Road, H5

Steven J. Zottoli
Howard B. Schow ’50 Professor of Biology, Emeritus
98 Buxton Hill Road
Baktygul A. Aliev, Assistant Professor of Russian--2000, B.A., American University of Central Asia; 2007, M.A., McGill University; 2014, Ph.D., McGill University

Denise K. Buell, Cluett Professor of Religion--1987, B.A., Princeton University; 1990, M.Div., Harvard University; 1995, Ph.D., Harvard University

Colin C. Adams, Thomas T. Read Professor of Mathematics--1978, B.S., Massachusetts Institute of Technology; 1983, Ph.D., University of Wisconsin, Madison

Deborah A. Brothers, Costume Director and Lecturer in Theatre--1976, B.F.A., University of New Orleans; 1979, M.F.A., California Inst of the Arts

Daniel P. Aalberts, Professor of Physics--1989, B.S., Massachusetts Institute of Technology; 1994, Ph.D., Massachusetts Inst of Technology

Kevin M. App, Assistant Professor of Physical Education and Head Men's Basketball Coach--2007, B.A., Cornell University

Alison A. Case, Professor of English--1984, B.A., Oberlin College; 1988, Ph.D., University of Chicago, Amherst


Cecilia Chang, Professor of Chinese--1981, B.A., Fu-Jen University; 1987, M.A., University of California, Louisiana; 2004, Ph.D., University of Massachusetts, Amherst

Jennifer E. Chuks, Assistant Professor of Physical Education and Assistant Athletic Director/Student Athlete Services--2006, B.A., Grinnell College; 2009, M.B.A., University of New Haven

Matthew C. Chao, Assistant Professor of Economics--2006, B.A., Dartmouth College; 2015, Ph.D., California Inst of Technology

Jessica M. Chapman, Associate Professor of History--1999, B.A., Valparaiso University; 2001, M.A., University of California, Santa Barbara; 2006, Ph.D., University of California, Santa Barbara

 себестройка

Daniel P. Aalberts, Professor of Physics--1989, B.S., Massachusetts Institute of Technology; 1994, Ph.D., Massachusetts Inst of Technology

Kevin M. App, Assistant Professor of Physical Education and Head Men's Basketball Coach--2007, B.A., Cornell University

Alison A. Case, Professor of English--1984, B.A., Oberlin College; 1988, Ph.D., University of Chicago, Amherst


Cecilia Chang, Professor of Chinese--1981, B.A., Fu-Jen University; 1987, M.A., University of California, Louisiana; 2004, Ph.D., University of Massachusetts, Amherst

Jennifer E. Chuks, Assistant Professor of Physical Education and Assistant Athletic Director/Student Athlete Services--2006, B.A., Grinnell College; 2009, M.B.A., University of New Haven

Matthew C. Chao, Assistant Professor of Economics--2006, B.A., Dartmouth College; 2015, Ph.D., California Inst of Technology

Jessica M. Chapman, Associate Professor of History--1999, B.A., Valparaiso University; 2001, M.A., University of California, Santa Barbara; 2006, Ph.D., University of California, Santa Barbara
DEGREES CONFERRED JUNE, 2016
Confering of the Degree of Master of Arts

Danielle Marie Amodeo
Maxwell Howell Boeensma
Christopher Thomas Borschel

Danielle Rebecca Ezor
Jacobé Isha Huet
Annemarie Iker
James H. Miller
Julia Silverman
Nina Rose Wexelblatt
Kate Trudi Cowan Wiener

Confering of the Degree of Master of Arts or Certificate in Policy Economics

Farah Al Shami
Kader Amadou
Fabrizio Ardiles
Than Linn Aung
John Awan
Tanvir Bashar
Ibrahimna Camara
Tatiana Dasy
Ibrahimna Diallo
Eric Dongmo Tejogni

Navy Hort
Mohammad Monir Hossen
Ruzniya Jainul Abdeen
Joy Omar Karim
Ivan Patrick Kaytllare
Konan Couassi Fernand
Manuel Muhabe
Michael Mwondha
Stella Namuleme Senteza
Cam-Nhung Nguyen
Pelagie Nyanwidi
Nyanzi Sulaiman
Abdulraoof Saif
Sibah Shahana
Mr Ahmad Sheikib
Quay Ta
Chimvano Jacquiline Thawani
Ei Ei Theint

* Phi Beta Kappa
+ Sigma Xi

Bachelor of Arts, Summa Cum Laude

*Brian Kapel Astrachan
+Eva Rose Fournakis
*Feixue Gong, with highest honors in Economics
*+Tong Liu, with highest honors in Computer Science
+Bake Rowe Mackall
+Kathryn Anne McNaughton, with highest honors in Psychology
+Lucy Elizabeth Page
*Jillian Rhiana Hindes Stallman, with honors in Economics
*Jeffrey C. Wang, with highest honors in Economics
*+Chanel Wang Zhan, with highest honors in Psychology

Bachelor of Arts, Magna Cum Laude

*Emily Alexandra Barnett Berg
+Lucy Jiretzh Bergwall
Joseph Anthony Bianco
Christopher Henry Bravo
+John Kyungjun Chae, with honors in Chemistry
+Peter Thomas Wylie Cihon, with highest honors in Sociology
Theodore Samuel Cohan

Conrad Andrew Damstra, with honors in Philosophy
John Russell Damstra, with honors in Economics
+Ranabha Leigh Dine, with highest honors in Religion
+Samuel Aaron Donow, with highest honors in Computer Science
*Ellen Frances Finch
+Jace Seton Forbos-Cockell
+Dylan Joshua Freas, with honors in Chemistry

*Paul Thomas Friedrich, with honors in Economics
+Ell Spencer Goldstein
+Todd Madison Hall, with highest honors in Political Economy
+Patricia Ho, with highest honors in Biology

Phoebe Kae House
+Tony Pan Huang, with highest honors in Chemistry
+Taylor Nicole Jackvony, with highest honors in Chemistry
+Welting Rachel Ji
*Gabriella Clemente Kallas, with honors in American Studies
*Benjamin Matthew Kaufman
+Gregory Judson Haverkamp Kehne, with highest honors in Mathematics
+Demie Nayeon Kim
+Soomin Kim, with highest honors in Biology

Abraham Joshua Kirby-Galen
+Noah Isaac Klag
*Alexander Simon Kling, with honors in Political Science
+Rachel Lilly Krcmar
*Molly Reed Leonard, with honors in English
*Brian Joseph Levine, with highest honors in Biology
*Rebecca McKinnon Streak Lewis, with highest honors in Economics

Claire Catherine Leyden, with highest honors in Music

+Kristian Viggo Hoff Lunke
+Alyssa Lauren Maddalone
*+Bijan Henrik Mazatheri, with highest honors in Physics
*+Peter Morton McDonald Jr., with highest honors in Mathematics
*+Matthew James McNaughton, with highest honors in Computer Science
*Olivia Shira Meyerson
*Gillian Sydney Miller-Lewis
*Pamela Fine Mishkin, with honors in Computer Science
*Vincent Bonvicino Molinari
*+Conor Lloyd Mook, with highest honors in Biology
*+Ashwin Narayan, with highest honors in Physics

Christine Ryann Wee, with honors in Biology
+Alex Samuel Paseltiner, with highest honors in English
*+Austin Joseph Paul
+Daniel Russell Jerome Potter, with highest honors in Music
*Katherine Eileen Preston, with highest honors in English
+Reid Allen Pryztan
+Luxi Qiao, with highest honors in Chemistry
+Jose Raventos
+Allison Anne Rowe

*Lacey Michelle Serletti, with highest honors in Biology
*Emily Kate Shea, with highest honors in Biology
+Mia Catherine Smith, with highest honors in Mathematics
+Penny Sun, with honors in Biology
+Jacob Benjamin Tamposi
+Helen Tang, with highest honors in Music

Madelynn Sandra Taylor
Diwas Timilisina, with honors in Computer Science
*Andrew Kenneth Udell, with highest honors in Economics
*Kai Wang, with honors in Computer Science
+Douglas Ryan Wasserman, with highest honors in Chemistry
+Saraar Tewksbury Wieman, with highest honors in Psychology
*Paige Laura Wilkinson, with honors in Economics
*Francis William Worthington Jr.
+Cooer Belzberg Zeinlick
Bachelor of Arts, Cum Laude

Sarah Katherine Austin
Helena Frances Barber
Sofia Paterno Benares
Jessica Bernheim

+Bethany Christine Berry, with honors in Biology

Jonathan Taylor Berry
John Robert Bihn
Shmuel Menachem Mendel Bindell, with highest honors in English
Hadley Elizabeth Bolters
Brendan William Bossidy
Anthony Mon Brooks
Hannah Julian Brown
Nicholas James Brownrigg
+Allison Levin Carter, with honors in Physics
Sophie Hamilton Chatas, with honors in English
Christina Guan-Yu Chen, with honors in Chemistry
Diana Chen
Kyle Steven Cheng
Hoi Ching Cheung
Tendai Chisowa
Katharine Winifred Costantini

Lucy Minna Davis
Julia Elizabeth Diaz, with honors in Economics
Gabrielle Maria DiBenedetto, with highest honors in Theatre
Maxwell Richard Dietrich
Johanna Martino Dombrowski, with honors in Political Science
Nicholas Edward Dyja
Bailey Edwards
Max Aaron Elgart

Eayley May Elzasz, with honors in Political Science
+Rachel Alana Essner, with highest honors in Biology
Andrea Estrada Bianchi

Ricardo Alfredo Faillace
Alejandro José Ferrn
Gregory Moore Frelsland
Naomi Faith Fields
Charles Dawson Gaillard, with honors in Art
Devin Patrick Gardella
Louis Bryson Gilbert-Bono
Meagan Baker Goldman
William De Jesus Gomez
Christopher Francis Gorman
Emma Hale Graeberger
Noah Leroy Grumman

Phoebe Ann Hall, with highest honors in History
John Wilson Hammond
Maya Kingsley Hart
Nicholas Brady Hirsch, with highest honors in Political Science
Dana Victoria Hogan, with honors in Art
Joyce Anna Huang
Emily Willtert Irong
Elizabeth Anne Jacobsen
Christopher Philip Janson
Xiaoxun Jiang
Bryan Christopher Jones
Mei Kazama, with honors in Art
+Abigail Amanda Kelly, with highest honors in Geosciences

576
Aubrey Walker Kenefick, with highest honors in Biology
Maksym Germanovich Kolenov
Kelly Wai Yin Kung
Matthew David LaRose
Andrew Frank Leary
Da Young Lee
+Young Sun Lee, with highest honors in Chemistry
Hannah Frances Friedman Levin
Michaela Benay Levine
Qiya Li
Austin Cole Ewald Lommen
Winnie Ma
Brandon Joel Mancilla, with highest honors in English
Carey MacLane Marr, with honors in Psychology
Julia Brooke Matejcek
Miles Edward McCarthy
+Sierra Marie McDonald, with highest honors in Biology
+Alexander Dolnick Meyer, with highest honors in Mathematics
Seth Eli Montgomery
Joshua Sidney Chamberlin Morrison, with honors in History
Breanna Anh Thuy Nguyen, with highest honors in Biology
Helen Naima O'Brien
Christopher Chao Owyang
Catharine Passavant Parker
Nicholas Kendall Pasteris
Kevin Daniel Persons
Katherine Leigh Pollan
Abigail Marie Pugh, with honors in Psychology
Chloe Jane Pulido, with honors in Art
Kathleen Martha Ritter, with highest honors in Art
Emily Anne Roach
David Aaron Rosas
Benjamin Max Rosenblum
Alice Ivy Rossignol, with honors in Economics
+John Carroll Russell, with honors in Physics
+Anna Rebecca Elizabeth Ryba, with honors in Biology
Alexis Jayne Savery
Michael Grant Shaw
Kayla Aliza Shore
Yuvraj Singh
Chloe Renfro Snow
+Laura Katherine Stamp, with honors in Geosciences
+Megan Ashley-Rose Steele, with honors in Chemistry
Alexandra Elizabeth Stone
Gregory Lawrence Stone
Claire Ramone Swingle
Jane Ellen Thompson
Zoe de Nevers Trutner
Lindsey Ann Vandergrift
Sarah Maurine Vukelich
Luke Benjamin Warren, with highest honors in English
Grace Landfield Weatherall
Antonia Wei Ling, with the highest honors in English
Howard Jeremy Weiss
Jonathan Weijiong Yin
Rudi Andrea Jean Middleton Yniguez, with honors in English
Lauren Jane Yu, with honors in Computer Science
William Ross Zito
Bachelor of Arts
Brandon Acosta
Kelsey Paige Adamson
Katie Lynn Aguila
Alyssa Carolyn Alden-Smith
Alvaro Ramon Aleman
Kyung Nahiomy Alvarez, with honors in Political Economy
Victor Manuel Arechiga
Katherine Laura Arellano
+Caroline Eleanor Atwood, with honors in Geosciences
Samantha Avila
Sumaya M. Awad
Piroune Balachandran
Dylan Matthew Barbour
Arianna Raquel Basche, with honors in English
Abigale Lee Belcrest, with honors in Arabic Studies
Margaret Elizabeth Belk
Katherine Bohan Bennett, with honors in Biology
Ada Berklay, with honors in Art
Alexander Masheyekhi Beschloss
John Cushman Bissell
Amelia Maria Mazzarella Black
Graeme Andrew Black
Jochebed Oyindamola Bogunjoko
John Dewey Bond
Sarah Rebecca Brathwaite
Aurora Jean Brown, with honors in Art
Colin Douglas Brown
Lei Samantta Brutus
Alison Johnston Bunis, with honors in English
Tucker Cullane Durleigh
Marc Stefan Burnett, with honors in Art
Arnold John Capute III, with honors in History
Nicolete Lee Caravelli
+Julia Tamara Carroll, with honors in Biology

David Robert Carter
Domonique Emmanuel Carter
Lauren M. Casey
Cecilia Anne Castellano, with honors in Chemistry
Irene Marisol Castillo
Jorge Andres Castro
Katherine Theresa Cavanaugh
+Melissa Christine Cendejas, with honors in Chemistry
Leslie Soo Hyun Chae
Agnes Chang
Darius John Charles
+Sau Man Cheng, with honors in Physics
Marcus Antony Christian II
Lauren Lartin Christiansen
Kang-Yee Jasper Chyou
Brian Anthony Cintron, with honors in Physics
Lauren Dae Claypoole, with highest honors in Neuroscience
Julia Alden Cobb
Annabel Osborne Coleman
Julius Reyes Collado
Tyler Quinn Jian Ping Conroy
Ana Elizabeth Contreras
Kellen Wheeler Cramer
Peter Hennessy Crane
Raza Machal Currimjee
Daquan Tyrelle Daly
Abigail Lee Dalzell
Olivia Jackson Daniels
Geoff Brown Danilack
+Emmanuel Howard Daring, with honors in Mathematics
Ezequiel Davila, with honors in Art
Kyra Natalie Deeth-Stehlin, with honors in Political Economy
Adrianna Nicole DeSazon
Khary Eric Dennis
Sharline Rose-Lyndsay Desire, with honors in Africana Studies
Hadley Elizabeth DesMeules
Alexandra Olivia DeSousa
Tenzin Dolkar
Tayler Ann Donze
Max Finn Dugan-Knight
Vy Hoang Duong
Micaela Lynch Dussel
Libby Dyr
Kevin Timothy Eagan
Elijah Thomas Eaton
Xizi Edelsbrunner, with honors in Mathematics
Catherine Jordan Egan
Alexander Charles Ellison
Anna Elizabeth Epstein, with honors in Environmental Science
Madeline Jane Epsten
Jesus Espinoza
Stanley Bah Takwi Ewala, with honors in Chemistry
Ryan Katlin Farley
William David Feeaney
Nicole Dulcinea Feshbach
Gordon McNitt Finnie III
Tyler Kenneth Fitzgerald
Alexander Steven Fick
Edward Hamilton Flynn
Todd Carroll Ford
Gerardo Pelayo Garcia
Timothy James Garripoli
Remy Malik Gates
Harrison Cole Gattlin
Richard Evans Gentry
Natalie Reynolds Gill
Kaya Solange Ginras, with honors in Women's, Gender and Sexuality Studies
Tamari Giorgadze
Kimberly Ashley Golding
Olivia Seraphine Gordon
Omar Ashraf Goulda
Emily Gilmour Grant
Ahmad Tyree Greene-Hayes, with highest honors in Africana Studies
John Hartley Greenwald
Charles Foster Grossnickle
Theodora Hope Gruseke
Danielle Ann Guerrero
William Ambrose Gutierrez
Paige Katherine Haller
Aaron Joseph Hamblin
Ryan Joseph Hamilton
Luisa Cecilia Hammond
Isabel Ann Hanson
William Miller Hardesty-Dyck
Merritt Elizabeth Harfan
Adam William Harrell
+Joshua Paul Harrington, with honors in Geosciences
Adlyne Sarah Harris
Jacqueline Janette Harris, with honors in Biology
Anna Louise Hefferman
Hailey Himnan Herring-Newbound
Gideon Egan Hess
Kaitlin Rose Macholz
Lawrence Y. Luo
Jonas Kent Luebbers
Jorge Luis Lopez
Beatriz Susana Lopez
Siyao Liu
Katherine Elizabeth Litman
Kirsten Stephanie Lee, with highest honors in English
Carmen Linero
Angelina An-Hue Lin
Irene Lim
Katherine Elizabeth Litman
Siyao Liu
Beatriz Susana Lopez
Jorge Luis Lopez
Joel Kunio Lee
Kirsten Stephanie Lee, with highest honors in English
Rachel Nahye Lee
Brian Chivers Leland, with honors in Chemistry
Crystal Lewin
Irene Lim
Angelina An-Hue Lin
Maja Kristianna Callopte Lindaas
Carmen Linero
Katherine Elizabeth Litman
Siyao Liu
Beatriz Susana Lopez
Corey Alexandre Michon
Petra Mijanovic
+Mai Mitsuyama, with honors in Psychology
Salma Abdulghani Mohammed
Dong Hwan Moon, with honors in Computer Science
Katherine Diane Mooney, with honors in Art
Lindsey Jean Moran
Abigail Eldredge Morss
+Lauren Anna Moseley, with honors in Chemistry
Nigel Munoz
Alice Patricia Murphy
Carman Rebecca Andrea Nareau
Michael Alexander Navarrete, with honors in Economics
Yaroslav Nemenov
Cleo Orvokki Nevakivi-Callonan, with honors in History
+Ashley Mai Hong Ngo, with highest honors in Biology
Elizabeth Noh
Nicholas Philip Nosco
Eliza Hartdegen Noyes
Emily Ann Nuckols
Katherine Nuñez
Emma Louise Bromley Nuzzo, with honors in Art
Chibueze Chinazor Nwazeke
Alphayo Kerima Nyarera
+Jessica Gloria Katherine O’Brien, with honors in Chemistry
MaryKate O’Brien
Emmanuel Ocampo
Katakyie Ofori-Atta
James William O’Grady
John Alexander Okemah
Rani Eve Onyango
Michelle Jewetta Oré
Avery Ann Pagan
Chris Hyunjin Pak
Natasha Pangarkar
+Laura Crystal Partida, with honors in Biology
Angela Giovanna Pastorelli-Sosa, with highest honors in Art
Susmita Paul, with honors in Sociology
Valeria Pelayo
Tatiana Isabel Perez
Paige Elizabeth Peterkin
Michael Anderson Petrick
Sarah Hentle Pier, with highest honors in Theatre
Priscilla Costesse Pino
+Elise Valentine Pilton, with highest honors in Biology
Lillian Shannon Panchishina Podlog
Olivia Rachel Polk, with highest honors in Africana Studies
Mark Anthony Pomella
Clover Powell, with honors in Art
Lindsey Leona Precht
Maria Irene Pylypiv
Matthew Nelson Radford
Shadman Rahman
Nolan Patrick Raimo
Shazeen Rattansri
Jonathan Edwin Murray Reeder
Anne Walsh Rehfuss
Cody Edward Remillard
+Silvio Result, with honors in Psychology
Margaret Emma Barker Richardson, with honors in Comparative Literature
Jason Austin Ring
Troy Westan Ritter
Alison Karin Roach
Matthew Clark Rock
Conor Benjamin Roddy
Jesse Rodriguez
Ragel Rodriguez
Sofia Rolman
Evelyn Rojas
Nicholas William Romer
Eliza Ellis Rorbaugh
Jackson Charles Ryan
Marieme Ndaye Sall
Mona Gilda Sami, with honors in Economics
Abigail Sanchez
Andrei Sargsian
Nicholas Anthony Scaglione
+Carly Katherine Schissel, with highest honors in Chemistry
+Christina Hope Seeger, with highest honors in Geosciences
Daniel Vincent Seidita
Cesar Richard Serrano
Cynthia Serrano
Steven Edison Servius
Laura Katherine Shamsie
Katie Siuja-Yang Shao
Temair Ellen Shorty
Amanda Perry Siedem
Christopher Siemer
+Ariel Lauren Silbert, with honors in Physics
Darrias Sime
Talia Patricia Simon
Daniel Regis Smith
Nels Andrew Snyder
Eugene Song
Mohamed Dhaoui Soussi
Kara Elizabeth Sperry
Galen Thomas Squiers
+Gabriel Kenneth Staton, with honors in Mathematics
Arielle Nina-Simone Steele
Christopher Joseph Stefanik
Emily Ella Stein
Michael Nikolaus Stone
Stephanie Yuning Sun
Matthew Alexander Tarduno, with highest honors in Economics
Anne Elaine Tewksbury
Lucas James Thoreson
Mitchell Roger Towery
+Hector Alexander Trujillo, with honors in Biology
Metin Ali Turgut
Laura Alyssa Ureste
Luis Alejandro Urrea
Ogechukwu Francisca Uwanaka
Kiara Cheinna Valdez
Ann Louise VanWagenen
+Roger Vargas Jr., with honors in Mathematics
Edgar Jesus Vega
Adam Christopher Vining
Jocelyn Terese Volk
Charlie James Volow
Meghana Vunnamadala
Kelly Ashley Wang
Robert Alexander Way
Christopher James Wayland
Harrison James Weber
Matthew Ryan Werner
Kathleen Amanda Westervelt, with honors in Biology
Jonathan Scott Westling
Richard Mathew Whitney
Sophia Lianne Wilansky
Chanee Cadalla Williams
Cinnamon Kiosha Williams, with honors in Africana Studies
Venson Malik Williams

Forbes James Wilson
Chienfa Wong, with highest honors in Women’s, Gender and Sexuality Studies
Allison Wu
Sarah Wu
Margaret Elaine Yang
Jiwei Yin
Daniel Sunghyun Yoo
Knox En Hsin Young
Elena Leah Zifkin, with honors in Sociology
Carina Barrie Zox
CONFERRING OF HONORARY DEGREES
Sarah R. Bolton, Doctor of Laws
Eric Carle, Doctor of Fine Arts
Frank Deford, Doctor of Letters
Carrie Hessler-Radelet, Doctor of Laws
David Henry Hwang, Doctor of Letters
Elizabeth Kolbert, Doctor of Letters
Leehom Wang ’98, Doctor of Music
Bryan A. Stevenson, Doctor of Laws

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PRIZES AND AWARDS—2015-2016

OLMSTED PRIZES—Awarded for excellence in teaching to four secondary
Newtown, PA; Ms. Mary I. Rascón-Corral, Sanger High School, Sanger, CA.
Great Neck, NY; Ms. Celeste R. Mahabar, Detroit Country Day School,
Roger Vargas ‘16, Olga R. Beaver Memorial Prize in Mathematics
Benjamin M. Kaufman ‘16, Robert G. Barrow Memorial Prize for Music
Ahmad T. Greene-Hayes ‘16, Charles R. Alberti, Class of 1919, Award
Penny Sun ‘16, The Erastus C. Benedict, Class of 1921, Prize in Biology
Alexander R. Kilman ‘16, The Erastus C. Benedict, Class of 1921, Prize in Classics (Greek/First)
Jensen J. Pak ‘16, The Erastus C. Benedict, Class of 1921, Prize in Classics (Latin/First)
Liam J. Abbrattain ‘19, The Erastus C. Benedict, Class of 1921, Prize in German (First)
Katherine T. Hrach ‘16, The Erastus C. Benedict, Class of 1921, Prize in German (Second)
Kristian Viggio Hoff Lunke ‘16, The Erastus C. Benedict, Class of 1921, Prize in History (First)
Nicholas E. Dyja ‘16, The Erastus C. Benedict, Class of 1921, Prize in History (Second)
Anna C. Neufeld ‘18, The Erastus C. Benedict, Class of 1921, Prize in Mathematics (First Prize)
Yiheng Zhang ‘18, The Erastus C. Benedict, Class of 1921, Prize in Mathematics (First Prize)
Sumun S. Iyer ‘16, The Erastus C. Benedict, Class of 1921, Prize in Mathematics (Second Prize)
Andrew L. Scharf ‘18, The Erastus C. Benedict, Class of 1921, Prize in Mathematics (Second Prize)
Wei Chao ‘18, The Erastus C. Benedict, Class of 1921, Prize in Mathematics (Second Prize)
Logan D. Lawson ‘16, Gauis C. Bolin, 1889, Prize in African Studies
Annalise Ch. ‘16, Russell H. Bostert Thesis Prize in History
Gabriella C. Kallas ‘16, Kenneth L. Brown, Class of 1947, Prize in American Studies
Ahmad T. Greene-Hayes ‘16, Sterling A. Brown, Class of 1922, Citizenship Prize
Tyler S. Tsay ‘19, The Bullock Poetry Prize of the American Academy of Poets
Kathryn A. McNaughton ’16, W. Marriott Canby, Class of 1891, Athletic Scholarship Prize
Aaron J. Hamblin ’16, The Chaplains’ Prize for Commitment to and Excellence in Inter-Faith Engagement and Service
Abraham J. Kirby-Galen ‘16, The Chaplains’ Prize for Commitment to and Excellence in Inter-Faith Engagement and Service
Seunghyun A. Yeo ‘18, David Taggart Clark Prize in Latin
Lacey M. Serritelli ‘16, Class of 2025 Scholar-Athlete Award
Sumun S. Iyer ‘19, Williams College Community Builder of the Year
Patricia Ho ‘16, The James Bronson Conant and Nathan Russell Harrington, Class of 1893, Prize in Psychology
Selfie P. Powert ‘16, The Rutgers Conger Memorial Literary Prize
Cleo O. Nevakivi-Callanan ‘16, Robert Dabzler Thesis Prize in History
Jacqueline J. Harris ‘16, Davis Center Student Activist of the Year
Logan D. Lawson ‘16, Davis Center Student Activist of the Year
Brian K. Astraichan ‘16, Doris deKeyserlingk Prize in Russian
Jeremy B. Smith ‘19, Robert Ikemori Quay ’04 Outing Club Memorial Prize
Kathryn A. McNaughton ’16, Patricia Goldman-Rakic Prize in Neuroscience
Irene Lim ’16, Frank C. Goodrich 1945 Award in Chemistry
Reid A. Pryzant ’16, William C. Grant Jr. Prize in Biology
Kathleen M. Ritter ’16, The Arthur B. Graves, Class of 1885, Essay Prize in Art
Kevin D. Persons ’16, The Arthur B. Graves, Class of 1885, Essay Prize in Philosophy
Gideon E. Hess ’16, The Arthur B. Graves, Class of 1885, Essay Prize in Political Science
Aaron J. Hamblin ’16, The Arthur B. Graves, Class of 1885, Essay Prize in Religion
Kyung N. Alvarez ’16, The Graves Prize for Delivery of Essay
Todd M. Hall ‘16, The Graves Prize for Delivery of Essay
Emily W. Irving ’16, The Graves Prize for Delivery of Essay
Margaret E. Yang ‘16, The Graves Prize for Delivery of Essay
John K. Chae ‘16, Frederick C. Hagedorn, Jr., Class of 1971, Premedical Prize in Surgery
Sanjit T. Kiemann ‘16, The Stanley Hall 1867 Prize in Psychology
Meagan B. Goldman ’16, Tom Hardie, Class of 1978, Memorial Prize in Environmental Studies
Alison G. Hill ‘16, Tom Hardie, Class of 1978, Memorial Prize in Environmental Studies
Claire R. Swingle ‘16, Tom Hardie, Class of 1978, Memorial Prize in Environmental Studies
Chelsea R. Thoerner ’17, C. David Harris, Jr., Class of 1963, Prize in Political Science
Maya K. Hart ’16, Kate Hogan 25th Anniversary of Women in Athletics Award
Brian H. Mazeri ‘16, Willard E. Hoyt, Jr., Class of 1923, Memorial Award
Deanna C. Segall ’17, Charles W. Hufford Book Prize
Justin Jones ’16, Francis Sessions Hutchins, Class of 1900, Memorial Fellowship Prize
Emily A. Roach ’16, Francis Sessions Hutchins, Class of 1900, Memorial Fellowship Prize
Helen Tang ‘16, Arthur Judson Prize in Music
Charlie J. Volow ‘16, Arthur Judson Prize in Music
Ranana L. Dine ‘16, The Lawrence J. and Carolyn M. Kaplan Prize for Dedication to and Leadership in the Williams College
Shnmuel M. Benel ‘16, Arthur Kaufmann, Class of 1899, Prize in English
Alex S. Pasetter ‘16, Arthur Kaufmann, Class of 1899, Prize in English
Raquel Rodriguez ‘16, Muhammad Kenyatta, Class of 1966, Community Service Prize
Kathryn T. Hrach ‘16, William W. Kleinhandler Prize for Excellence in Music
Brian J. Levine ‘16, William W. Kleinhandler Prize for Excellence in Music
Qiya Li ‘16, William W. Kleinhandler Prize for Excellence in Music
Maja K. C. Lindaas ‘16, William W. Kleinhandler Prize for Excellence in Music
Siyao Liu ‘16, William W. Kleinhandler Prize for Excellence in Music
Austin J. Paul ‘16, William W. Kleinhandler Prize for Excellence in Music
Kelly W. Y. Kung ‘16, Robert M. Kozelka Prize in Statistics
Emma H. Grauberger ‘16, Richard Krouse Prize in Political Science
Theodore S. Cohen ‘16, Richar Lathers, Class of 1877, Essay Prize in Government
Mia G. Hull ‘17, Lawrence S. Graver Prize in Theatre
Arno Y. Cai ’19, Linen Grant for Summer Travel in Asia
Jacques L. Chaumont ‘18, Linen Grant for Summer Travel in Asia
Jessica Z. Chen ‘19, Linen Grant for Summer Travel in Asia
Micaela M. Dickson ‘19, Linen Grant for Summer Travel in Asia
Connor P. Dunham ‘18, Linen Grant for Summer Travel in Asia
Conor A. Meike ‘18, Linen Grant for Summer Travel in Asia
Ian C. Mook ‘18, Linen Grant for Summer Travel in Asia
Magnolia M. Murrah ‘18, Linen Grant for Summer Travel in Asia
Connor H. Newton ‘18, Linen Grant for Summer Travel in Asia
Dong Gi Park ‘18, Linen Grant for Summer Travel in Asia
Long D. Pham ‘18, Linen Grant for Summer Travel in Asia
Brian J. Policard ‘18, Linen Grant for Summer Travel in Asia
Ranana L. Dine ‘18, Linen Grant for Summer Travel in Asia
Stacey M. Tamura ‘17, Linen Grant for Summer Travel in Asia
Suhayling X. Yang ‘17, Linen Grant for Summer Travel in Asia
Alison Wong ‘19, Linen Grant for Summer Travel in Asia
Vh Duong ‘16, Linen Senior Prize in Asian Studies (Japanese)
Danielle A. Guerrero ‘16, Linen Senior Prize in Asian Studies (Asian Studies)
Justin Jones ‘16, Linen Senior Prize in Asian Studies (Chinese)
Jillian R. H. Stallman ‘16, Linen Senior Prize in Asian Studies (Chinese)
Ranana L. Dine ‘16, Linen Senior Prize in Asian Studies (Japanese)
Kathryn A. McNaughton ‘16, Patricia Goldman-Rakic Prize in Neuroscience
Emery W. Irving ‘16, The Arthur B. Graves, Class of 1885, Essay Prize in Philosophy
Gideon E. Hess ‘16, The Arthur B. Graves, Class of 1885, Essay Prize in Political Science
Mai Mitsuyama ‘16, Purple Key Trophy (Men’s)
Jenny B. Smith ‘19, Robert Ikemori Quay ‘04 Outing Club Memorial Fellowship
Phoebe K. House ‘16, Garrett Wright DeVries, Class of 1932, Memorial Prize in Romance Languages
Todd M. Hall ‘16, Dewey Prize
Kim C. Valdez ‘16, Geosciences Student Employee Award in Music
Aubrey W. Kenefick ‘16, Henry A. Dwight, Class of 1829, Botanical Prize
Anne E. Epstein ‘16, Environmental Studies Committee Award
MaryKate O’Brien ‘16, Environmental Studies Committee Award
Naomi F. Fields ‘16, Ernest Brown African Art Prize
Haley J. Mahar ‘16, S. Lane Faison, Jr. 1929 Prize
Christina H. Seeger ‘16, Freeman Foote Prize in Geosciences
Peter T.W. Clin ‘16, Robert W. Friedricks Award in Sociology
Damiere N. Kim ‘16, Fulbright Award for Leadership in the Arts
Kimberly A. Golding ‘16, Gilbert W. Gabriel, Class of 1912, Memorial Prize in Theatre
Tong Liu ’16, Sam Goldberg Colloquium Prize in Computer Science
Lauren J. Yu ‘16, Sam Goldberg Colloquium Prize in Computer Science
Alexander S. King ‘16, Sam Goldberg Colloquium Prize in Mathematics
Olivia S. Meyerson ‘16, Sam Goldberg Colloquium Prize in Mathematics
Kathryn A. McNaughton ’16, Patricia Goldman-Rakic Prize in Neuroscience
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Gideon E. Hess ‘16, The Arthur B. Graves, Class of 1885, Essay Prize in Political Science
Mai Mitsuyama ‘16, Purple Key Trophy (Women’s)
Ezequiel Davila ’16, Karl E. Weston, Class of 1896, Prize for Distinction in Art
Kirsten S. Lee ’16, Stanley R. Strauss, Class of 1935, Prize in English
Allison L. Carter ’16, Howard P. Stabler Prize in Physics
Lauren J. Yu ’16, Elizur Smith Rhetorical Prize
Kirsten S. Lee ’16, Edward Gould Shumway, Class of 1871, Prize in English
Daniel R.J. Potter ’16, Shirley Stanton Prize in Music
Antonia Wei Ling ’16, Hubbard Hutchinson, Class of 1917, Memorial
Kyung Alvarez ’16, Todd Hall ’16, Susmita Paul ’16, Megan Steele ’16, Mei Kazama ’16, Karl E. Weston, Class of 1896, Prize for Distinction in Art (Art History)
ENROLLMENT

BY CLASSES, SEPTEMBER 2015
Graduate Students 52
Seniors 550
Juniors 541
Sophomores 541
First-Year Students 556
Total 2240

BY CLASSES, FEBRUARY 2016
Graduate Students 52
Seniors 527
Juniors 535
Sophomores 545
First-Year Students 557
Total 2216

Of the 546 who entered in the fall of 2009, 88% graduated from Williams within 4 years and 95% within 6 years; of the 548 who entered in the fall of 2010, 86% graduated from Williams within 4 years and 94% within 6 years. Additional information on this topic is available at the Office of the Registrar.

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Indiana 11
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Kansas 7
Kentucky 7
Louisiana 3
Maine 27
Maryland 68
Massachusetts 278
Michigan 26
Minnesota 29
Missouri 8
Montana 4
Nebraska 1
Nevada 1
New Hampshire 31
New Jersey 124
New Mexico 7
New York 398
North Carolina 27
North Dakota 2
Northern Mariana Islands 1
Ohio 38
Oklahoma 4
Oregon 21
Pennsylvania 81
Puerto Rico 8
Rhode Island 15
South Carolina 4
Tennessee 16
Texas 55
Utah 9
Vermont 24
Virginia 38
Washington 36
Wisconsin 8
Wyoming 1

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Argentina 1
Australia 2
Austria 1
Bangladesh 6
Belarus 1
Bolivia 1
Botswana 1
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Burundi 1
Cambodia 1
Cameroon 1
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Colombia 1
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Ethiopia 3
France 7
Georgia 2
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Guatemala 1
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Lebanon 3
Lithuania 1
Madagascar 1
Malawi 2
Malaysia 1
Mauritius 2
Morocco 1
Mozambique 1
Myanmar 2
Nepal 2
Nicaragua 2
Niger 1
Nigeria 1
Norway 2
Pakistan 4
Philippines 3
Puerto Rico 1
Russian Federation 2
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Spain 2
Sri Lanka 1
Switzerland 1
Thailand 2
Tunisia 2
Turkey 5
Uganda 3
United Arab Emirates 2
United Kingdom 12
Uruguay 1
Venezuela 1
Viet Nam 7
Yemen 2
Zimbabwe 1